



# Special Educational Needs and Disabilities School Information Report for parents

June 2022  
Review date June 2023

**Risley Avenue Primary  
School**  
**SPECIAL EDUCATIONAL NEEDS & DISABILITIES  
(SEND)**  
**SCHOOL INFORMATION  
REPORT (Local Offer)**

**HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL  
NEEDS OR DISABILITIES**

**Our vision and how we hope to achieve it**

Here at Risley we challenge and support every pupil, including those with Special Educational Needs and Disabilities (SEND), to achieve their full potential in an atmosphere of respect.

We treat our children as individuals and aim to ensure that special educational needs are identified as early as possible and interventions and support are consistently in place as soon as possible. We have high expectations of all our children, regardless of what special educational needs they may have. All teachers are teachers of pupils with SEND and will do their best to remove barriers to learning and make sure that all pupils in their class make the best possible progress.

We prepare our children through irresistible learning opportunities to grow into responsible, respectful, independent citizens who are equipped and confident to take their place in the wider world.

Parents, governors, staff and children in this learning community strive every day to make Risley a vibrant, inclusive, safe and happy school. We aim to be remembered by all who come here as a place where learning is at the heart of living.

**Our Ofsted rating**

Risley Avenue Primary School is a **good** school.

**Legislation and Guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## Roles and responsibilities

### The SENCO

The SENCO is Samantha Robertson ([ssamuel9.309@lgflmail.org](mailto:ssamuel9.309@lgflmail.org)) She will:

- ✓ Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- ✓ Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- ✓ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- ✓ Advise on the graduated approach to providing SEN support
- ✓ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ✓ Be the point of contact for external agencies, especially the local authority and its support services
- ✓ Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- ✓ Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ✓ Ensure the school keeps the records of all pupils with SEN up to date

### The SEN governor

The SEN governor will:

- ✓ Help to raise awareness of SEN issues at governing board meetings
- ✓ Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- ✓ Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

**Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil’s progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

**Type of school we are and the kinds of SEND that we provide for**

We are a popular mainstream primary school situated in the historic area of Tottenham in the London Borough of Haringey. We cater for children from 2 years to 11 years of age. We have a lovely Nursery and each year group consists of 3 classes of up to 30 pupils in each.

We admit children with a wide range of special educational needs and disabilities, including children with **Communication and Interaction** difficulties, e.g. speech and language needs, Autistic Spectrum Disorder (ASD), Asperger’s Syndrome; children with **Cognition and Learning** difficulties e.g. Down Syndrome, global developmental delay, moderate learning difficulties and specific learning difficulties (SpLD) such as dyslexia, dyscalculia, dyspraxia (SpLd). Children with **Social, emotional or mental health needs** such as Attention Deficit Disorder (ADHD), depression, eating disorders, trauma and attachments disorders. Pupils with **Physical and/or sensory** needs e.g. physical disabilities, cerebral palsy, visual or hearing impairments. Pupils with Medical needs such as epilepsy, diabetes and allergies.

We may not be able to admit children who require highly specialised care such as children with profound and multiple disabilities but will consider each case individually and do our best to accommodate everyone.

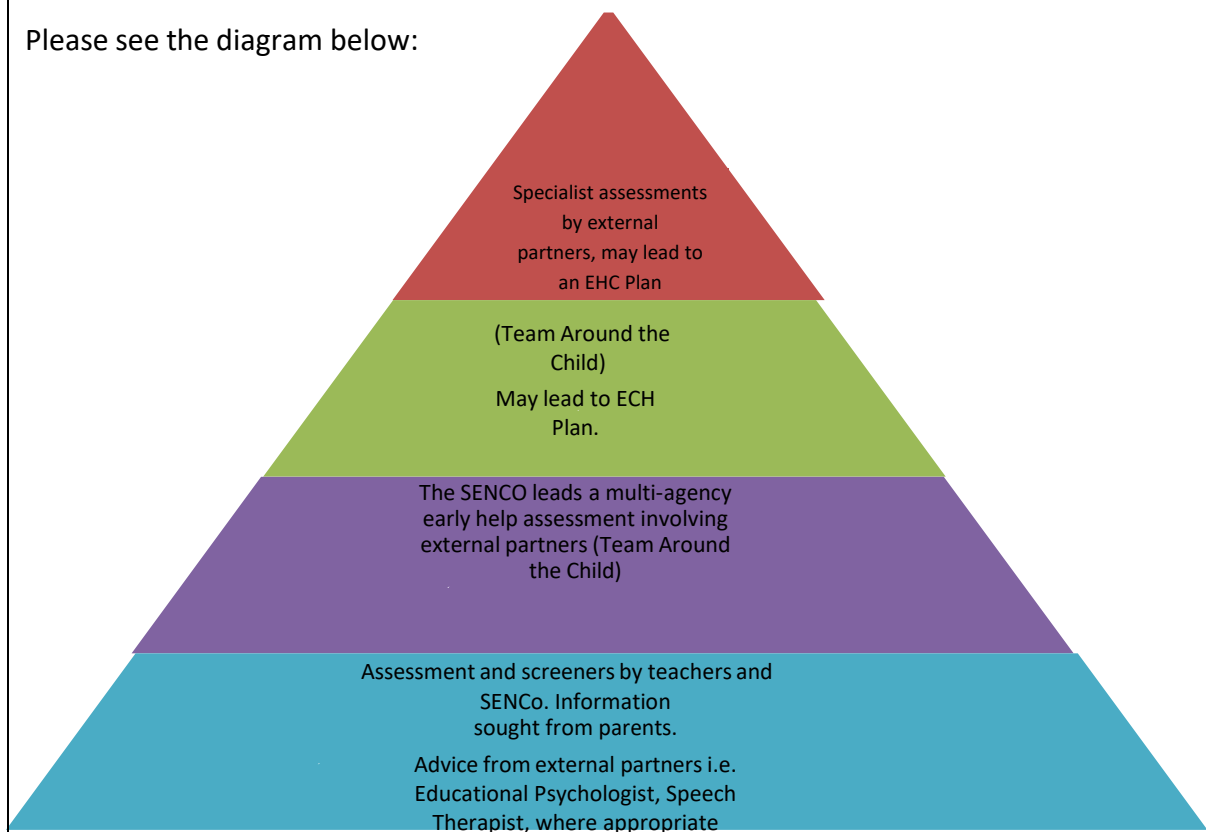
<b>Number of pupils and types of SEND currently at Risley School</b>		
Autistic Spectrum Disorder	15	

Speech, Language & communication needs	77
Learning difficulties	12
Social, emotional and mental health needs	13
Specific learning difficulties	2
Physical and sensory needs	4
Down Syndrome	0

## How we know if a child has special educational needs - Our policy for identifying and assessing children with SEN

- We believe parents know their children best and will always listen to parents' concerns about their child's progress and take them seriously.
- Each child's progress is monitored carefully and formal Pupil Progress Review meetings are held 3 times a year. If there are concerns surrounding a child's progress these will be reported to school's Special Educational Needs Co-ordinator.
- Screeners, assessments and observations are used by the school to identify if a pupil has special educational needs.
- Assessments from outside agencies may be sought to give a clearer picture of the child's needs and how best to support them.

Please see the diagram below:



If you are concerned about your child and think they may have special educational needs you should speak to your child's class teacher. If you continue to have concerns then please contact Samantha Robertson, the Special Educational Needs Coordinator.

### **What we do to help children with special educational needs**

- ✓ We carefully plan the special educational provision at Risley Avenue School and tailor this to each child's individual needs.
- ✓ We have a provision map of the interventions and programmes that are normally available in each year group.
- ✓ The quality of our teaching is good, and class teachers are expected to have an understanding of how to meet the special educational needs of their students.
- ✓ Each child with special educational needs has their own strategy sheet which is reviewed regularly. This outlines what the class teacher should be doing on a daily basis to support your child, together with any special groups, resources or equipment that your child needs.
- ✓ Pupils who have an Education, Health and Care Plan (EHCP) often have an allocated teaching assistant who is chosen to work with them, based on the particular skills and training they have had.
- ✓ The SENCo (Helen Davidson) and class teacher will monitor your child's progress and ensure any additional provision they receive is helping them make the best possible progress.

### **How we adapt our teaching for children with special educational needs and disabilities – our approach to teaching**

We know that children learn in different ways and we adapt and enhance our curriculum accordingly. For example:

- ✓ We use symbolised texts to assist children's understanding of texts and topic vocabulary.
- ✓ English and Mathematics tasks are differentiated skilfully for pupils that need this.

- ✓ Pupils may work in smaller groups or individually with an additional adult. This will often be under the direction of the Speech & Language Therapist or Language Support Teacher.
- ✓ Timetables and lesson length are sometimes altered to help pupils who may find it hard to concentrate for long periods of time.
- ✓ Adaptations to classroom and whole school environment

### **How we decide what resources we can give to a child with special educational needs - Evaluating the effectiveness of the provision we offer**

- ✓ We allocate our resources according to the needs of the child.
- ✓ If your child has an ECHP then we will discuss the options available for your child, both within school and offered by the local authority.
- ✓ Decisions about the allocation of resources are usually made at review meetings and if your child has special educational needs you will be invited to a review meeting to discuss this.
- ✓ For our pupils, resources and places on intervention programmes are allocated via the termly Pupil Progress Review meetings.
- ✓ All interventions are carefully evaluated to ensure that they offer best value for money and are effective for our students.

### **Our arrangements for assessing and reviewing children's progress towards Outcomes**

- ✓ We monitor children's progress very carefully throughout the year.
- ✓ All pupils are involved in setting their own targets and know what they need to do to make progress. Next steps for learning can be found in children's maths and literacy books.

### **Our arrangements for consulting parents of children with SEN and how we involve them**

- ✓ Parents are invited into school formally, three times a year to discuss their child's progress and a written report is provided towards the end of each year.
- ✓ Parents play a key part in their child's learning and we therefore think that having easy, open lines of communication with parents is important.
- ✓ We provide parents with ideas and programmes for helping their child at home.
- ✓ Teachers are usually available for informal chats after school or are happy to offer appointments.



- ✓ For some children with special educational needs we provide daily feedback to parents either in person or by using a home/school communication book.

### **How we consult children**

- ✓ Children contribute to all review meetings via a report and verbally if they attend the meeting. All pupils are expected to attend at least one review meeting a year.
- ✓ Children with SEN are asked to complete a well-being questionnaire so they can let us know what they think of our service and help us improve.

### **Support we offer to improve emotional and social development, pastoral support and measures to prevent bullying**

- ✓ We aim to provide all our children with a safe, caring and nurturing environment.
- ✓ We invite children to their review meetings and always seek their views on what things they think will help them and anything that might be worrying them.
- ✓ We provide a range of different counselling and therapy services. These include a full-time mentor, the Hope Counselling service, Play Therapy and the Child & Adolescent Mental Health Service (CAMHS). These experienced staff work with children who are experiencing a range of concerns including anxiety, bereavement and other emotional/mental health issues and can also help children whose behaviour is challenging. Our school mentor and the CAMHS counsellor also work closely with children's families and class teachers to provide a comprehensive, supportive approach.
- ✓ In addition to the above we have a pastoral support team who provide children with a safe space in which they can talk about anything they are finding difficult and think about positive strategies and solutions to problems. The team also runs several clubs and interventions based on sport and team-building activities.
- ✓ If children are having difficulties at playtimes we can set up a 'circle of friends' with them to ensure they have the best possible playtimes. We also have a 'quiet area' available at lunchtimes for pupils who prefer this.
- ✓ Here, at Risley Avenue Primary School we have a welfare team who are able to administer prescribed medicines to children with the permission of parents.
- ✓ We take bullying very seriously and have measures in place to eradicate it. We record all incidents of suspected bullying in a log and monitor this carefully. Bullying of children with SEND is taken extremely seriously and could lead to exclusion of any pupils engaging in this.

### **Specialist external services we use when we think extra help is needed - How specialist expertise is secured**

At Risley Avenue Primary School we have the following external services available:

- ✓ Speech and Language Therapy Service – work with pupils without and ECHP up to year 2.
- ✓ Physiotherapy and Occupational Therapy Service
- ✓ Educational Psychology Service
- ✓ Language Support Service –work with pupils in Years 3-6.
- ✓ Haringey Autism Service
- ✓ Peripatetic Service for the Visually / Hearing Impaired
- ✓ Child and Adult Mental Health Service
- ✓ Hope Counselling Service
- ✓ Child Development Centre, including Social Communication and Autism Assessment Clinic
- ✓ Family Support Service including Early Help
- ✓ Children and Families Service
- ✓ School Nurse

These services are available to the school as part of a graduated approach to SEN. The school completes a referral form to request the service required. Parental consent is always sought for the referral and parents are consulted and involved at every stage.

### **The expertise and training of staff**

At Risley we have a skilled team of teachers and teaching assistants with the following range of skills

and training:

- ✓ Developing language and communication skills
- ✓ Mentoring and behaviour specialists
- ✓ Dealing with emotional trauma
- ✓ British Sign Language Level 1
- ✓ Working with pupils with Downs Syndrome
- ✓ Working with pupils with Autism (including intensive language work programme devised by the Speech and Language Therapist)
- ✓ Staff trained in interventions including Attention Autism, Language Link, Numicon (maths),  
5 minute boxes for number and literacy, Language for Thinking, Makaton signing, PECs communication system

### **How we include children in activities and school trips**

- ✓ All school trips are risk assessed
- ✓ It is sometimes helpful if a family member accompanies their child.
- ✓ Some pupils are familiarised with the venue and timetable before the trip if appropriate.

### **How we adapt the curriculum and learning environment, including access**

## Arrangements

- We are able to accommodate pupils and parents who are wheelchair users. Early years and KS1 have ramped access.
- We have adapted toilet facilities if needed.
- We have a lift to provide access to the first floor junior class rooms.
- We have carpeted areas, thereby improving the acoustic environment.
- Visual and symbolised materials are used to support pupils understanding.
- Other adaptations have been made to make the school more accessible.

*Please see the school's Accessibility Plan for further information.*

## Our admission arrangements for pupils with SEND and how we prepare for children joining and leaving our school

Our aim is to ensure that pupils with SEND have the smoothest possible admission into our school.

Where possible, we will meet parents/carers and professionals who know your child, in order to ensure that everything is in place to help your child to settle as soon as possible. Children with Education, Care and Health Plans (ECHP's) will be given priority on our waiting list for a place in the school. Please see the school and local authority's published admission arrangements for further information.

### Moving between schools

We understand the importance of good transition arrangements for our pupils. We will endeavour to arrange a meeting with the receiving/transfer school and parents.

Familiarisation visits for your child are held if possible. Transition passports are prepared in consultation with yourself and your child for the new school. It will outline your child's likes and dislikes and their strengths and difficulties.

## How parents are involved in school life

- Parents evenings three times a year.
- Three additional review meetings per year for pupils with special educational needs.
- Home/ School communication book for some pupils that benefit from this.
- Weekly newsletters to parents.
- Weekly coffee mornings and a family and friends group.
- Special topical parents meetings held monthly i.e. helping develop your child's language
- Senior staff and teachers available after school for informal chats.
- Parents are invited to special events and celebrations

### **Who to contact for more information or to discuss a concern:**

If you are concerned about your child then in the first instance please contact your child's class teacher.

You can also contact the SEND & Inclusion Department on 020 8808 0792 or email the SENCo: Samantha Robertson – [ssamuel9.309@lgflmail.org](mailto:ssamuel9.309@lgflmail.org)

This SEN Information Report for children with special educational needs and disabilities was written with consultation with parents between March and April 2020.

It will be updated on a regular basis and reviewed annually.

Next review : April 2023

*This report complies with Section 69(2) of the Children and Families Act 2014 and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 1914.*

### **Arrangements for handling complaints**

If you are unhappy with the service that we provide then in the first instance you should speak to the class teacher.

If, after discussion you are still not happy then you can speak to the Headteacher, Mrs Linda Sarr. In the event that you do not feel your complaint has been dealt satisfactorily then please write to our Chair of Governors care of the school office.

### **Where to find the Local Authority – Local Offer for children with special educational needs:**

Haringey Council's Local Offer is published on their website  
[www.haringey.gov.uk/localoffer](http://www.haringey.gov.uk/localoffer)