



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Rivington Foundation Primary

School Number: 8883481 (09019)

School/Academy Name and Address	Rivington Foundation Primary School Horrobin Lane Rivington BL67SE		Telephone Number	01204696951
			Website Address	Rivington.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	We have recent experience of children with ASD, ADHD, sight impairment and microcephaly, speech and language difficulties, with past experience of Cerebral Palsy & epilepsy, Staff in the setting have expertise in working with children with the above difficulties and access appropriate professional development courses where necessary. We work alongside other agencies to provide the best possible learning experience for all children.	
	X			
What age range of pupils does the school cater for?	5-11 years			
Name and contact details of your school's SENCO	Mrs Janine Carter-Clavell			
Name of Person/Job Title	Headteacher			
Contact telephone number	01 204696951	Email	head@rivington.lancs.sch.uk	

Promoting Good Practice and Successes

I confirm that our Local Offer has now been published on the school website.

Please give the URL for the direct link to your school's Local Offer			
Name	Janine Carter-Clavell	Date	Updated 16/11/2015

Accessibility and Inclusion

What the school provides

Rivington Primary is a provider of outstanding education (Ofsted Nov. 2011) where children with SEN make good progress. Rivington FP is an old building situated at the heart of Rivington village at the side of Rivington Reservoir. The setting is rural and the school makes good use of the local environment having a Forest Schools practitioner on the staff. The site of Rivington FP is not ideally suited to those with mobility difficulties being positioned on a sloped site and having many different levels within the school. However, in past years the needs of a child with cerebral palsy (who for the majority of his 7 years here was mostly in a wheel chair) were catered for. Adjustments were made to the school building; installing a stairlift, acquiring a stair raiser, building ramps, installing disabled toilet facilities, providing a drop off zone and purchasing any necessary equipment.

All displays, policies and procedures are available for any interested parties to freely access. Information can be provided in different languages on request. If a need becomes apparent to communicate with parents and families whose first language is not English or they have additional needs, arrangements can be made on request. Signage around the school is child friendly; the younger children having many visual prompts to help them during the day.

When necessary, specialist equipment is purchased to aid the progress of children eg. specialist chairs, lifts, stair riser, lap tops, specific IT programmes, non slip table mats, coloured overlays to aid reading, easy grip cutlery. If a child with additional needs has a recommendation from an external agency that a specific piece of equipment would be helpful, then the school will make all efforts to comply with this.

Teaching and Learning

What the school provides

Rivington FP has extremely close links with Rivington Childcare; accommodated within the school building; this close link aids the early identification of special needs. The SENDO for the school is also the SENDCO for the pre school and nursery so by the time the child reaches statutory school age intervention may well have already taken place, depending upon the nature and severity of the difficulty. If a member of staff or parent shows concern about a child's development, progress or behaviour the school will start an individual/Targeted education plan (IEP/TLP) for the child to monitor progress closely and set SMART targets. If after a pre-determined time concerns are still shown advice from outside agencies will be sought and specialist teachers may come into school to work with the child. In some cases the child may benefit from extra adult support within the classroom; this may be in the form of 1 to 1 working or small group support where the child can be supported with a small

group. At Rivington FP we have a well trained, highly motivated team of support teachers who all have experience of supporting children with additional needs. It may be that the child would benefit from a special equipment or technology, if this is the case the school will prioritise the funding of this.

In some case where it becomes clear that the school cannot meet the needs of the child with the available resources the SENDO will work with the parents to apply for additional funding or to look for a place in a specialist school. Through each of these important steps the school will support the child and parents.

All staff have continuous professional development linked to the needs of the school. All staff have had training to support children on the autistic spectrum, children with epilepsy and children with emotional difficulties. The staff who work directly with children who have additional needs will access training directly linked to those children's difficulties.

During end of key stage assessments children with special needs are supported sympathetically and the extra support needed is applied for or rarely, disapplying a child from testing if it is felt that it would be too distressing for the child or the child is working well below the necessary levels.

Provision given to children with special needs is carefully monitored to ensure that all necessary funding is used to support the child. This is done as creatively as possible to ensure best value for all children. The school's SEN provision mapping is available for parents to view.

As a Leading Parent Partnership school. Rivington has a close partnership with parents of SEN children; working with them to achieve the best possible outcomes for their child. All parents of SEN children receive regular IEP's for their child so that progress and targets can be monitored with good suggestions as to how a parent may help their child at home. On occasion parents have attended courses with their child's support teacher to help them gain more insight into their child's needs.

Reviewing and Evaluating Outcomes

What the school provides

When a child has needs that require a statement of educational need or Education, Health and Care (EHC) Plan then the school SENDCO will arrange for regular review meetings at least annually, depending on the need. The child, parents, school staff and outside agencies involved with the care of the child will be invited to a review meeting where progress is assessed, targets set and provision revised.

All children who the school feel have special needs are set an IEP either termly or half termly depending on need. This sets down the targets for that period, what the child needs to do, how school will help and what help can be given from home. This IEP is reviewed at the end of the term and new targets set. It is important that the child and the parents have opportunity to contribute to this. Depending on the need the IEP may require intervention from outside agencies, additional support from within school or specialist equipment. Within the bounds of funding these arrangements will be made for the child.

The school assesses the effectiveness of the provision made for the child in many ways; academic progress against targets being the most objective way of doing this. It is important that each small step is recorded so for some children we use PIVAT assessments which break down learning into tiny steps, for others they are assessed against National Curriculum levels. Sometimes the subjective judgements are more important; how is the child feeling; are they happier; are they coping with school, how is their emotional well being. All these things are taken into consideration when assessing when evaluating effectiveness of provision the school gives.

Keeping Children Safe

What the school provides

Risk assessments are routinely carried out at Rivington by staff and Governors. If a child's special needs mean that he may be at risk of harming himself or others during the school day then an individual risk assessment or series of risk assessments will be written. These will be updated if necessary and shared with parents and staff. On some occasions they may be shared with or written by specialist teachers.

If the child may be at risk during break, lunch or PE times then risk assessments will cover this and on some occasions the support teacher may be on hand during these times. School trips are planned with the needs of all pupils in mind including those with disabilities eg inspection visits are made prior to the trip to make sure risk assessments are up to date; special coaches are booked if wheel chair access is necessary.

Rivington does not have its own car park but it is possible to drop off disabled children or visitors.

All relevant policies can be accessed by parents in the school office or on the web site.

Health (including Emotional Health and Wellbeing)

What the school provides

Rivington staff are trained in First Aid with Early Years staff accessing Paediatric first Aid. Our lead first aider and takes responsibility for maintaining the first aid equipment and the safe storage and administration of medicine. She is fully trained in the County's administration of medication requirements. If it is necessary for a child to be given medication at school, the medication must be prescribed by a doctor and parents must fill in the necessary forms in school. The support teacher will keep a careful record of medicine given and ensure the medication goes home with the child. Some medicines are classified as dangerous drugs and these are stored in a locked medicine box.

In some cases children need a care plan that all staff are aware of e.g. in case of epilepsy, asthma or allergy. It is important that the child's parents work in partnership with the school to ensure best care is given. School will ensure that all staff who have contact with the child are given medical training to ensure they know how to deal with an emergency. Each child will have a Key Worker who knows all details of the child's care and can liaise with other staff. In case of an emergency occurring that a member of staff cannot deal with an ambulance will be called and the child's parents informed.

Depending upon the need, children may be able to receive expert help on school premises e.g. speech therapy, occupational health, physiotherapy, specialist teachers, educational psychologists, play therapists or counsellors. The school can arrange for these interventions to take place.

Communication with Parents

What the school provides

As a Leading Parent Partnership school, Rivington has an excellent record of communicating with parents in many ways. The school has an "Open Door" policy and key members of staff are available by appointment before and after school to meet with parents.

The School's prospectus outlines the roles of staff and parents are invited in to school to meet their child's teacher and support staff at the start of the year. There are 3 opportunities during the year to meet with teachers for updates and progress reports are sent home at the end of each term. The parents are offered an annual questionnaire to express their views on different aspects of school and the headteacher holds end of key stage meetings with parents to give them an opportunity to give their views. The school has a Parent Council which is a forum for parents to share views and offer ways in which school can improve.

School website and newsletters provide updates.

Working Together

What the school provides

It is important that all parts of the school community have their opportunity to comment on school and share their views. At Rivington children can be part of the School Council, the forum through which all children can share their views. The children also take part in an annual pupil questionnaire which allows them to give their views anonymously. Circle time and class discussion are also time to give views. Children need to be given credit for their ideas and recognition if they provide a service in school.

Parent Governor is an important role on the governing body, representing the views of the parents. Rivington has 2 elected parent governors who work very hard for school. Parents can also become part of decision making by attending Parent Council meetings or filling in comment sheets following Workshops. All parents are asked to complete a home school agreement with their child at the beginning of each year.

At Rivington families with children with special needs are a key part of school community and whenever possible are given special consideration to meet all their needs e.g. parking spaces, reserved seats at concerts, open door to headteacher and SENDCO, signposting to outside agencies.

What help and support is available for the family?

What the school provides

Rivington understand the importance of working in partnership with parents and the SENDCO is available to support parents in filling out forms or applying to different agencies for support. The head teacher and SENDCO are available to give advice and support to parents when sourcing the best treatment for their child or they will direct the parent to the best person to help.

The school works with the local Children's Centre who are available to offer extra support to families plus the County's special needs staff to access specialist help.

Transition to Secondary School

What the school provides

As a small school, Rivington believes it is extremely important to make the transition to Secondary school as smooth as possible. We insist that each Secondary school sends a representative to school to meet the children about to start at their school. We ensure that the class teacher talks with the Secondary school about each child and provide a written report. We facilitate the children visiting their new school for taster days. In some cases the support teacher may accompany the child on taster days or arrange for additional visits to the high school.

For all children with special needs going to secondary school a full "handover" takes place with as much information sharing as possible to ensure continuity of care.

What the school provides

Rivington FP is closely linked to Rivington Childcare

The age range we provide for is:

2 – 3 Rivington Acorns Nursery. (To be registered for September 2014.)

3 – 5 Rivington Little Oaks Preschool (Registered for 16 age 3-5)

3 – 11 Rivi kidz holiday club, breakfast club and late stay club (Registered for 16 each.)

Through Rivington Childcare, the school offers wrap around care from 7.30 am until 6pm. Rivi Kidz holiday club is open for part of each main holiday eg. 4 weeks out of the 6 week summer holiday and 1 week at Christmas, Easter and Whit.

There are many lunch time and after school activities for the children to become involved in. Children with additional needs are welcomed at all clubs. Clubs that are run by external agencies usually charge a small amount around £2.50; this can be waived if the child is receiving free school meals or if they would not otherwise be able to attend the club.

Rivington is a friendly school where differences are celebrated and children taught to be accepting. During our Ofsted inspections the warm, friendly family atmosphere has been commented upon. Children who need someone to play with can stand by the "Friendship" spot and someone will come and play with them, games organised by Lunchtime supervisors or Playground Pals are open for all children to join in. Younger children are buddied up to older children so they always have someone to turn to on the yard at playtimes.