

Name of School: Richmond Hill primary Academy

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA's Local Offer site located under 'Information, Advice and Guidance' (then under 'Schools and Alternative Provision'). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4). This document reflects the changes within Doncaster Local Authority in the 2020-2021 academic year with the introduction of the Graduated Approach for SEND.

Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school <i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i>
<p>We are a large, two-form entry, mixed, non-denominational primary Academy in Sprotbrough, Doncaster, with over 400 students, from age 3-11years.</p> <p>The presence of pupils with either a disability or special educational needs is warmly welcomed by all Academy staff and leaders. Every opportunity is taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times.</p> <ul style="list-style-type: none">• The proportion of disadvantaged pupils supported by pupil Premium funding is 14% of the school <p>The proportion of pupils accessing SEND support is slightly higher than average however the amount of children with EHCPs is lower than average.</p> <p>Richmond Hill Primary Academy is an inclusive academy which accommodates all kinds of special educational needs and disabilities. These are classified according to four main categories as referred to in the SEN Code of Practice (Jan 2015):</p> <ul style="list-style-type: none">• Communication & interaction• Cognition & learning• Social, emotional & mental health• Sensory and/or physical

How we identify if your child may need additional help and/or has special educational needs (SEND)

Procedures for identifying pupils with SEND and for monitoring their progress are clear, effective and straightforward. All procedures take account of the new SEND reforms. Parents will be fully informed at every stage and the views of both parents and pupils taken into account. Following class teacher observations and assessments, a discussion will be had with the SENCO to see if any additional support/strategies or resources are needed in order to ensure children thrive. If additional support/targets are needed then the Academy operates an assess, plan, do, review (APDR) cycle with clear plans to address any need identified after having had a discussion about this with parents first.

Tracking of children is paramount to the identification of additional support or SEN. Initial discussion will take place with the class teacher and extra provision will be planned for or mapped. If a pupil requires further intervention then the use of the SEN support plan may be implemented with the involvement of the SENCO. The academy can implement a number of diagnostic tests to match intervention to your child's learning needs. The academy can also involve more specialist advice from the Educational Psychologist, along with a number of other outside agencies (eg Speech Therapist, Occupational Therapist, ASCETS, school nursing)

How we involve parents and carers in meeting the needs of their child and in whole school developments

At Richmond Hill Primary Academy we believe that working in partnership with parents is key to aiding the development of the child. In working towards this key principle, the academy will:

- Assist parents/carers in their understanding of SEND procedures, provision and support through meetings and sharing updated policy and practice
- Provide opportunities for discussion by encouraging parents/carers to attend regular meetings, workshops and parents evenings
- Ensure that the review process seeks and takes account of the parent/ carer's view as well as the child.
- Provide relevant signposts for information on our regular newsletter accessible through the academy website.

Prior to pupils entering Richmond Hill Primary Academy all pupils experience a comprehensive transition process where key information about your child's development will be discussed with the academy staff. Wherever possible there should be pre-emptive action for child/parents before the child enters our academy if it is known that they have additional needs. This includes visits to the academy, advice for other professionals, Inclusion team, and discussions with the SENCO. This support and communication continues when the child is attending the academy with at least three termly meetings and informal discussions as necessary. If the class teacher feels additional support is required for your child then an initial meeting will be made to plan this. A SEN support plan along with a child-centred one page profile may be developed, implemented then reviewed. Each child on the SEND register has a support plan, which contains planned targets and will involve the SENCO overseeing plans

or being involved in their development. At SEN Support, the plan will be discussed at termly meetings and the action will be part of the child's provision map. A child with an EHCP (Education Health Care Plan) will also have these meetings which form part of the academy and annual review process. Provision maps, Support plans, EHCP plans also contain information on the role of other agencies and the support they provide.

How we will involve your child in the planning and review of their support

At Richmond Hill Primary Academy we value the importance of involving our pupils in the right to have their views and opinions incorporated into the assessment and review process. All SEND children will be involved with setting their targets. Pupils will be involved, wherever possible and appropriate, in review discussions for all or part of the process this may be through their views being brought to be shared at the meeting or by the pupils' attendance. We use One Page Profiles to capture the child's views.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

At Richmond Hill Primary Academy all staff, whatever their role, have a duty to promote the equality of opportunity for all pupils and positive attitudes toward all pupils. Quality First teaching is always personalised and differentiated. Our approach to teaching and learning meets the learning styles and needs of all children. Suitable resources and intervention programmes are chosen and deployed appropriate to the needs of our pupils based on detailed analysis of need.

We support and provide intervention for pupils within the class to enable first quality teaching to have a high impact both academically and socially on the pupils. We also put in interventions outside the class to close the gap for pupils with needs. These interventions have been tracked for impact of specific difficulties and include:- Thrive individual approach, Nurture groups, Speech and Language programmes, Precision teaching, Lego Therapy, 5 Point Scales, Comic strip conversations, Turnabout (working memory). The academy seeks to provide interventions which have a secure research base and are founded by EEF research.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

Additional support will be planned for through the SEN support plan if the child needs additional to and different from targets. The support is provided by the academy and tracked and monitored by the SENCO. If the child's additional support goes beyond the academy's allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the academy's Educational Psychologist along with other involved professionals if a child's level of need required one.

Universal

- All children have access to whole school quality first teaching
- Small group learning where needed
- Additional resources; adults, technology, manipulatives
- Lessons will be differentiated to support, challenge and extend children's learning.
- Specific interventions will address gaps in children's learning.
- Visual prompts and reminders will be used.
- Effective teacher feedback will be provided.

Universal Plus

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed.
- Pre-teach and over learning groups will be provided.
- Short term specific provision and interventions will be used to address the gaps in learning and understanding.

Targeted

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan> do> review process will be followed to ensure the plan is regularly reviewed.
- Support of other an Educational Psychologist will be sought.
- A balanced and personalised curriculum will be provided.

Specialist

If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has social and communication needs

The academy operates a number of interventions to address difficulties with social communication. All staff have had recent training on Social Communication Difficulties, Adverse Childhood Experiences and Interventions such as Lego Therapy have been successful in key stage 2 in developing pupils in this area. In the Foundation Stage and Key Stage 1 the use of Circle of friends and Nurture groups has aided social communication development. The academy can also request the professional input from ASCETS team for any pupils with difficulty. The academy also signposts to support groups for parents of a child with ASD.

Universal

- All children have access to whole school quality first teaching
- Opportunities will be provided to build strong and positive relationships with adults and peers.

- Opportunities will be provided to build on speech and language skills through modelling.
- Clear routines and supported transition will be in place.
- Visual prompts and reminders will be used.

Universal Plus

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed. Modelling listening and social skills.
- Pre-teach and over learning groups will be provided.
- All staff access termly training on Speech and Communication. They are able to provide short term specific provision and interventions will be used.
- Support from school staff trained in S&L will be provided.

Targeted

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan> do> review process will be followed to ensure the plan is regularly reviewed.
- Support of other an Educational Psychologist, Speech and Language Therapist or member of the ASCET team will be sought.
- A balanced and personalised curriculum will be provided.

Specialist

- If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

The academy offers a personalised gross motor skills intervention for those SEND children identified with physical needs. The academy holds many aids such as; sit and move cushions, koosh balls, fiddle toys, Thera putty, for those children with sensory needs. Additional support would always be given in the form of a support plan. Pupils with medical needs will also have a medical care plan and designated support will be illustrated on this plan in line with medical practitioner advice.

Universal

- Resources are readily available to ensure all children have access across all contexts.
- All children have access to whole school quality first teaching, personalised to meet individual needs.

- Opportunities will be provided to build strong and positive relationships with adults and peers.
- A whole school accessibility plan is in place.
- All staff are Level 3 first aid trained.

Universal Plus

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed such as motor skills groups, communication skills.
- All staff access training on children's physical and medical needs.

Targeted

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan > do > review process will be followed to ensure the plan is regularly reviewed.
- Support of other an Educational Psychologist, Occupational Therapist, Physiotherapist or a member of the ASCET team will be sought.
- A balanced and personalised curriculum will be provided.

Specialist

- If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being

Richmond Hill Primary Academy is a THRIVE academy and currently have two trained practitioners offering SEMH support to children. Our academy behaviour policy is based on fairness and starting each day afresh. Rewarding good behaviour is paramount and there are many initiatives in academy where pupils have privileges for good behaviour. We run nurture groups to improve the social and emotional development of those children who need extra support.

Children with social and emotional health issues may access 1:1 support from a THRIVE Practitioner or a member of the Inclusion Team. Our Inclusion Team is on hand to support families and liaise with other agencies as well as working collaboratively with the SENCO and THRIVE Practitioners.

The SENCO and Inclusion Team hold a termly clinic with Child and Adolescent Mental Health Service (CAMHs) – 'Me in Mind', during these clinics formal consultations can be made and referrals if deemed necessary to aid us in providing for individuals' needs.

Universal

- Teachers deliver PSHE and Thrive lessons adapted to meet the class needs.
- All children have access to whole school quality first teaching, personalised to meet individual needs.
- Opportunities are built into the curriculum to create positive relationships with staff and peers.
- Specific intervention is offered to address the gaps in wellbeing, social skills and emotional regulation.
- The learning environment aids wellbeing.

Universal Plus

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed modelling emotional regulation and social skills.
- Short term interventions are offered such as Nurture Groups.
- Family support is provided by the Inclusion Mentor and an Early Help Assessment will be offered.
- 1:1 pastoral support is provided
- We adopt a whole school Thrive approach.

Targeted

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan> do> review process will be followed to ensure the plan is regularly reviewed.
- Support of an Educational Psychologist, Behaviour Outreach Support Service or CAMHS may be sought
- 1:1 time with a trusted adult will be provided.
- A balanced and personalised curriculum will be provided.
- Family support is provided by the school Inclusion mentor, an Early Help Assessment will be offered.

Specialist

- If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Staff deliver quality first teaching to all pupils with teaching methods, resources, activities or targets adapted to the needs of the children in their care. Peer and adult support may be employed to boost confidence, self-esteem and create an active learning environment. All

pupils partake in extra-curricular activities the school offers making sure that children with SEND are included in the life of the school.

How we promote developing independence

The academy curriculum strives to develop independent life-long learners. In Foundation Stage pupils lead their own learning in child initiated activities. Throughout the curriculum our children become self-directed in their learning experiences. Our staff support our children well in self-regulating behaviour. Providing regular feedback for our pupils and helping them highlight the progress made promotes our children to be successful independent learners.

How we measure and review your child's progress against their targets and longer term outcomes

The academy tracks pupils individually and measures targets against progress set. Targets for each child are set based on their prior attainment group. Each child's progress is tracked against the objectives for the years' curriculum. During termly parent meetings your child's progress towards these will be discussed. It may be necessary for SEND pupils to be supported through interventions to achieve targets set. Tracking data is maintained by our staff and monitored by the SLT during Pupil Progress meetings. For children with SEN Support plans or EHC plans, parents and pupils are involved in the agreement of the targets set and the provision allocated. Measurements of progress towards targets are then taken at strategic points, three times a year and effectiveness monitored through assessment tracking and pupil progress meetings. This allows for the class teacher or SENCO to adapt or change the intervention to maximise progress.

How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND and supporting you as their family

We follow the Graduated approach moving from universal to targeted support as displayed above. We ensure external agencies are involved where necessary and a Holistic view of the child is taken to ensure intervention is appropriate to meet all the needs of the child.

We work alongside the following agencies if needed;

- * Educational Psychologist
- * School nursing service
- * ASCETS
- * Speech & Language Team
- * Occupational Therapy
- * CAMHS

* Physio Therapy

* SEND Team

How we deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)

Pupils identified with SEND will have regular plan> do> review meetings. It is during such meetings that resources may be allocated to meet the needs of your child. The academy operates the following system for allocating resources.

Class Provision Map – may identify groups of children for specific interventions.

Support Plan – Class teacher will discuss with parent difficulties and place child on SEND register. A support plan is written with SMART targets. The child may require the involvement of the SENCO and outside agencies to aid with a more detailed plan, do, review, resource allocation.

The SENCO will discuss with the Educational Psychologist any child who requires their involvement at planning meetings with consent from the parent.

If the child's additional support needs as detailed above in the universal/ universal plus and targeted provision goes beyond the schools funding allocation (Element 2) school will seek further funding (Element 3)

Element 3 funding will be sought through an application for Additional Top-Up Funding, Early Intervention Allowance, Education Health care Plan. Further information can be found here.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs
(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

Working towards SENCO Award – Mrs K Cousins

Rose Learning Trust Executive SEND lead - Ms J Walker

RHPA Principal – Mrs D Secker

New SEN code of practice training has been delivered to all staff and is reviewed annually to ensure all staff are up-to-date with new practice. We purchase through the LA our Educational Psychologist provision. Training on developing effective outcomes for SEND pupils has taken place focusing on SMART targets and SEN Support Plans.

Relevant teaching staff have attended specific training prior to taking responsibility for specific needs within the SEN spectrum. The academy training programme now indicates how we keep our staff up to date with specialist in depth training for staff;

* SEND New Code of Practice refresh – all staff

* Autism Awareness Training – All staff

- * Safeguarding Level 1 training – All Staff
- * First aid – All Staff
- * Lego Therapy – 2 staff
- * Moving & Handling training – Selected staff
- * Precision Teaching – all staff
- * Adverse Childhood Experiences Training - All staff

Sensor Circuit training

How we include children with SEND in the life of our school

Staff deliver quality first teaching to all pupils with teaching methods, resources, activities or targets adapted to the needs of the children in their care. Peer and adult support may be employed to boost confidence, self-esteem and create an active learning environment. All pupils partake in extra-curricular activities the academy offers making sure that children with SEND are included in the life of the academy.

How we prepare children and young people to join our school

When joining Richmond Hill Primary in any year the parent and child will be invited in for a tour of the academy with members of the SLT. If joining in the nursery the staff operates a comprehensive transition programme with a range of drop-in session both with and without family members present. For our SEND pupils this can be extended to build the familiarity with the environment and staff.

How we prepare children and young people to move on from our school

Richmond Hill Primary Academy holds an excellent relationship with its feeder secondary schools. Our SEND pupils needs are discussed at length in the annual review meetings prior to going into Year 6, the secondary school will then attend the child's transition meetings. Each child is discussed at length with the schools pastoral and Inclusion team.

Contacts for more information

- * Mrs D Secker (Principal) 01302 782421
- * Mrs K Cousins (Head of School & SENCO) SENCO@richmond.doncaster.sch.uk
- * Ms J Walker (Rose Learning Trust Executive SEND lead)