



## SEN Information Report

### Introduction

At Riders Federation we are committed to providing an inclusive, supportive, caring and stimulating environment in which all children can achieve.

At Riders we strive to ensure that all pupils:

- Have access to a broad, balanced and exciting curriculum that is personalised to meet the learning needs of individuals.
- Are encouraged to become independent, emotionally resilient and self-motivated.
- Have access to resources and opportunities that will enrich and support their learning.
- Are assessed regularly to monitor progress and identify areas of additional need.



### Meet the Inclusion Team!



Mrs K. Finch - Inclusion Leader  
and Reading Recovery Teacher  
[k.finch@riders-inf.hants.sch.uk](mailto:k.finch@riders-inf.hants.sch.uk)



Miss L. Rowden - Inclusion Coordinator  
and Nurture Leader  
[l.rowden@riders-jun.hants.sch.uk](mailto:l.rowden@riders-jun.hants.sch.uk)

### Roles of Inclusion Leader and Inclusion Coordinator

- Termly SEND data analysis across both schools to monitor the progress and attainment of children with additional needs.
- Work sampling and class observations across both schools to ensure quality of provision.
- Liaison with outside agencies to coordinate and develop provision.
- Coordination and monitoring of interventions - including Precision Teaching
- Monitoring of SEND provision, SEND tracking and SEND registers
- Education Health Care Plans (EHCPs)
- Inclusion Partnership Agreements (IPAs)
- Special Educational Needs Support Agreements (SENSAs)
- Individual Behaviour Management Plan (IBMPs)
- Attending training opportunities and cascading information effectively to other staff.
- Designated Safeguarding Leads
- Designated Teachers for Looked after Children
- Liaison with other settings at transition times

## 1) What are special educational needs (SEND) or disability?

At Riders we use Special Educational Needs and Disability (SEND) as the term to describe children who need additional support to help them make expected academic progress in school.

### Areas of Need

*The Special Educational Need and Disability (SEND) Code of Practice (Sept 2014) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:*

Area of Special Educational Need	Relating to difficulties with:
<p>Communication and Interaction  (C&amp;I)</p>	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p><b>Attention / Interaction skills:</b> <i>May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class work and interaction is not always appropriate. May have peer relationship issues and may struggle to initiate or maintain a conversation.</i></p> <p><b>Understanding / Receptive Language:</b> <i>May need visual support to understand or process spoken language. May need augmented communication systems to avoid frequent misunderstandings. May need repetition of language and basic language to ensure understanding. Understanding of language may affect literacy skills.</i></p> <p><b>Speech / Expressive Language:</b> <i>May use simplified language and limited vocabulary. Ideas and conversations may be difficult to follow, with the need for frequent clarification. Some immaturities in the speech sound system. Grammar and phonological awareness still fairly poor and therefore literacy can be affected.</i></p>
<p>Cognition and learning  (C&amp;L)</p>	<p><b>May have difficulties with the skills needed for effective learning such as :</b></p> <ul style="list-style-type: none"> <li>• <i>Language, memory and reasoning skills</i></li> <li>• <i>Sequencing and organisational skills</i></li> <li>• <i>An understanding of number</i></li> <li>• <i>Problem-solving and concept development skills</i></li> <li>• <i>Fine and gross motor skills</i></li> <li>• <i>Independent learning skills</i></li> <li>• <i>Exercising choice</i></li> <li>• <i>Decision making</i></li> <li>• <i>Information processing</i></li> </ul> <p>Children may have a specific learning disability (SpLD) such as dyslexia, dyscalculia, dyspraxia or dysgraphia or a moderate learning difficulty (MLD)</p>

<p>Social, Mental and Emotional Health</p> <p>(SEMH)</p>	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> <li>• <i>Social isolation</i></li> <li>• <i>Behaviour difficulties</i></li> <li>• <i>Attention difficulties (ADHD or ADD)</i></li> <li>• <i>Anxiety and depression</i></li> <li>• <i>Attachment disorders</i></li> <li>• <i>Low self-esteem</i></li> <li>• <i>Issues with self-image.</i></li> </ul>
<p>Sensory and or Physical</p> <p>(SP)</p>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> <li>• <i>Specific medical conditions</i></li> <li>• <i>Gross / fine motor skills</i></li> <li>• <i>Visual / hearing impairment</i></li> <li>• <i>Accessing the curriculum without adaptation or modification</i></li> <li>• <i>Physically accessing the building or equipment</i></li> <li>• <i>Oversensitivity to noise / smells / light / touch / taste.</i></li> <li>• <i>Toileting / self-care.</i></li> </ul>

## 2) How do the schools know if children need extra support?

At Riders Federation children are identified as having SEND through a variety of ways including:

- When concerns are raised by parents/carers, external agencies, school staff or by previous schools or nurseries.
- When data analysis shows that a child isn't making sufficient progress or is working below age related expectations despite receiving high quality first teaching.
- When observations of the pupil indicate that they may have additional needs.

### 2a) What should a parent do if they think their child may have special educational needs?

The first and most important thing to do is talk to us. Firstly contact your child's teacher and discuss any concerns with them. They will then contact the SEND team to discuss the issues further. A member of our SEND team will then contact you and arrange a meeting if this is appropriate.

During the meeting, a plan will be drawn up by all those involved including parents, class teacher and any other outside agencies. This plan may take the form of an IPA (Inclusion Partnership Agreement) or an IBMP (Individual Behaviour Management Plan). Following the creation of a plan, a range of support and interventions will be organised for the pupil and clear targets set. If necessary, the pupil will be added to the SEND register. At all stages of this process, the thoughts and views of the pupil are recorded and taken into consideration.

These plans will then be regularly reviewed so that progress can be measured and support adapted to meet a pupil's needs.

### **3.) How will the schools support a child with SEND?**

All pupils will be provided with high quality first teaching that is personalised to meet the needs of the learners, including those with SEND. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the senior leadership team, the Inclusion team and external verifiers.
- ongoing monitoring of progress made by pupils with SEND using SEND trackers,
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
- teacher meetings with the Inclusion Team to provide advice and guidance on meeting the needs of pupils with SEND.
- pupil and parent feedback on the quality and effectiveness of interventions provided.
- attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as physical aids and services) to overcome any disadvantage experienced and to increase their access to the taught curriculum.

### **4. How does the school know how my child is doing?**

Pupils' attainments are tracked using whole school tracking systems and those failing to make expected levels of progress are identified very quickly. These pupils are discussed in termly progress meetings undertaken between the class teacher, a member of the Senior Leadership team and a member of the Inclusion team.

Additional actions to accelerate the rate of progress will be identified and recorded including a review of the impact of the personalised teaching being provided to the child. If required, the Inclusion team will assist in identifying additional strategies to further support the pupil in class.

Where it is decided during this early discussion that special educational provision is required parents will be informed. A meeting may be arranged with the class teacher or a member of Inclusion team.

Actions relating to SEND provision and support will follow an 'assess, plan, do and review' model:

	<b>EVIDENCE</b>
<p><b>ASSESS</b></p> <p>Pupils are assessed and the information gained is used to identify areas of additional need.</p>	<p>Additional Needs Files / Individual Inclusion Information Files / Pupil Progress Files / Assessment Files</p> <ol style="list-style-type: none"> <li>1. Teacher / Inclusion Team assessments</li> <li>2. Conversations with parents/carers to discuss concerns and needs</li> <li>3. SEND tracking and school tracking documents</li> <li>4. Diagnostic and standardised tests</li> <li>5. Observations and behaviour logs</li> <li>6. Reports from specialist / external agencies</li> </ol>
<p><b>PLAN, DO</b></p> <p>Pupils at SEND Support will receive additional teaching / resources / environmental changes in order to ensure progress is accelerated.</p>	<p>High quality SEND provision put in place through:</p> <ul style="list-style-type: none"> <li>• Teachers' personalised planning and evaluations</li> <li>• Individual Behaviour Management Plans (IBMPs)</li> <li>• Teacher/Learning Support Assistant Individual and Group Records</li> <li>• SEND tracking documents</li> </ul>
<p><b>REVIEW</b></p> <ul style="list-style-type: none"> <li>• Inclusion Partnership Agreement (IPA) meetings may be held and targets reviewed regularly.</li> <li>• Additional funding for Special Educational Needs Support Agreements (SENSA) may be requested.</li> <li>• Specialists and external agencies are consulted.</li> <li>• Education Health Care Plans (EHCPs) are reviewed at least annually (six monthly for children under five years of age).</li> </ul>	<ol style="list-style-type: none"> <li>1. Pupils to make good progress towards identified outcomes.</li> <li>2. Regular review of high quality additional provision.</li> <li>3. Data analysis shows increased progress</li> <li>4. Inclusion Partnership Agreement (IPA) meetings used to inform future additional SEND provision and to review progress where there are significant ongoing concerns about progress.</li> <li>5. Reviews of Special Educational Needs Support Agreements (SENSA) termly where additional funding has been requested and there are longer term significant concerns regarding a child's progress.</li> <li>6. Pupil Progress meetings and Progress and Impact meetings.</li> <li>7. Annual Reviews of EHCPs</li> <li>8. Parents are actively encouraged to be involved in IPA and SENSA meetings and in planning and reviewing targets and additional SEND provision at least twice a year.</li> <li>8. Regular reviews evaluate the breadth and impact of the SEND support on offer.</li> </ol>

The Inclusion Team work closely with teachers, teaching assistants (TAs) and the Emotional Literacy Support Assistants (ELSAs) to ensure that children with special educational needs get the emotional and social support that they may need. The ELSAs in both schools work closely with the Inclusion team to provide targeted social, emotional and mental health (SEMH) support to individuals or small groups of pupils. There is also a school counsellor who delivers expert one to one support to a small number of pupils across both schools.

We believe that all children, including those with SEND, have the right to take part in all aspects of school life including clubs, break and lunchtimes and extra-curricular activities. We will ensure that support is provided so that children with SEND can access any of these aspects of school life and do not feel that they can't take part in something.

### **5.) What training have the staff supporting children with Special Educational Needs had or are currently having?**

All staff have access to regular continuous professional development (CPD) on a variety of different aspects of SEND including Autism, Sensory processing etc.

- A number of teachers and TAs are Team Teach trained to support children with behavioural difficulties.
- We have 5 ELSAs (Emotional Literacy Support Assistants) across both schools who deliver 1:1 and small group sessions to children who have a wide range of additional social, emotional and mental health needs. Our ELSAs take part in regular supervision sessions with Educational Psychologists.
- We have a Reading Recovery teacher who helps specially identified pupils and receives regular CPD training.
- Most of our TAs have had training in delivering reading, spelling and phonic programmes.
- All of our TAs have had recent training on safeguarding and many of them have taken part in the HIEP (Hampshire and Isle of Wight Educational Psychology Service) Helping Harry Learn programme.
- We have a dedicated Numbers Count Teacher who works directly with children but also provides CPD for staff.
- The Inclusion Coordinator and some of our ELSAs have had the accredited Nurture training from the Nurture Group Network and they receive CPD from the Hampshire Educational Psychology Service.
- All the TAs have recently had training on the Role of the TA and maximising the impact of their interactions with pupils.
- All staff have opportunities to attend relevant training to keep them up to date with current practice.

### **6.) How will the schools provide additional resources and equipment?**

The schools receives funding for all pupils as well as additional funding for pupils with EHCPs or SENSAs. This funding is then used to provide a range of support depending on need:

- Physical resources such as writing slopes, fiddle toys, specialist computer programmes.
- Additional adult support.
- Personalised learning opportunities to increase access to the curriculum.
- Focussed small group work to enable pupils to catch up.

- ELSA support.
- Specialist interventions.

### 7) How will parents be kept informed about their child's progress?

We are committed to ensuring that parents are involved every step of the way with their child's education. Parents are kept informed about their child's progress at Parents' Evenings and through twice yearly reports. If it is felt that further support needs to be provided, we may schedule a meeting to draw up a clear, agreed plan such as an IPA (Inclusion Partnership Plan) or an IBMP (Individual Behaviour Management Plan). Further meetings with parents may take place in order to track the child's progress. It is crucial that parents and the pupil themselves are involved in every step and we maintain a consistent open door policy.

### 8.) How will the pupil's voice be heard?

At Riders Federation we believe passionately that the child must be at the centre of any decisions and that their opinions should always be heard. We try and involve them in review meetings whilst at the same time offering them a chance to record their views on a 'This is me now' booklet where they can voice their views and wishes.

### 9 & 10) How is the governing body involved with SEND?

The Inclusion team ensure that the Governing body and the different committees are kept informed regularly by presenting reports and updates at meetings throughout the year. In addition to this, there is an assigned SEN Link Governor who meets regularly with the SEN Team.

The Governors' Finance Committee also discuss priorities for spending within the SEN notional budget with the overall aim of ensuring that all children receive the support they need in order to make progress.

### 11.) What outside agencies can parents contact for support.

Below is a list of some of the outside agencies we work with at Riders Federation. If the address or phone number isn't on the list below please look at the Hampshire County Council Local Offer website for links.

<p><b><u>SEND Team 6</u></b>          Children Services Department,          Elizabeth Court II East,          The Castle,          Winchester.          SO23 8UG.          01962 846191/ 846750</p>	<p><b><u>Primary Behaviour Service</u></b>  <b><u>Daniel Spiers- Team Manager</u></b>          Robin's Oak,          Mill Road,          Waterlooville,          PO7 7DB.  <a href="mailto:daniel.spiers@hants.gov.uk">daniel.spiers@hants.gov.uk</a></p>
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<a href="mailto:Havant.sen@hants.gov.uk">Havant.sen@hants.gov.uk</a>	Admin Support - Jennifer Walton Telephone: 02392 572676 <a href="mailto:Jennifer.walton@hants.gov.uk">Jennifer.walton@hants.gov.uk</a>
<u>Occupational Therapy</u> <u>Physiotherapy</u> <u>Speech and Language Therapy</u> Children's Therapy Service, Better Care Centre, William McLeod Way Southampton, SO16 4XE. <a href="mailto:SNHS.SolentChildrensTherapyService@nhs.net">SNHS.SolentChildrensTherapyService@nhs.net</a>	<u>Specialist Teacher Advisory Service</u> HCC Children's Services, Havant Public Service Plaza, Civic Centre Road, Havant, PO9 2AX. Tel: 02392 441405 /9

## 12.) How will we support pupils with special educational needs in transferring between phases and schools?

We understand that joining the Infant School and then transferring onto KS2 and ultimately KS3 are big changes in the lives of our children and their families. As federated Infant and Junior schools, we have a clear transition programme and the SEND team liaise with other settings / staff to make sure that SEND information is passed on effectively. For the transfer to secondary school, we make sure that clear transition plans are created for children with SEND and pre-visits are organised so that children feel prepared for the move to the next stage in their education.

For more information about services in Hampshire please look at the Hampshire Local Offer at [www.hantslocaloffer.info](http://www.hantslocaloffer.info)

## Frequently asked questions

### What can I do to help my child with SEND?

If you would like to do some extra learning with your child, please contact the class teacher to discuss areas to work on. If you would like additional suggestions about ways you can help your child, please contact the Inclusion Team and we will arrange a meeting to discuss your child's needs.

Any extra support that you can offer your child at home will always be advantageous and activities such as reading together regularly or number fact games /activities will help your child make progress.

### What do I do if I am not happy about the provision made for my child?

If you have concerns about your child, the most important thing to do is talk to us about it. You can contact a member of the Inclusion Team, either by popping in, emailing or phoning, and we will organise a meeting to discuss your concerns. If you would like some advice from outside the school, you can contact Hampshire Parent Partnership Service and they will discuss options with you.

### **How accessible is Riders Federated Infant and Junior Schools?**

Riders Junior is not a fully accessible school as we do not have a lift to the upper classrooms. However, we will make all possible adjustments to allow pupils with disabilities to join us and we will meet with parents/carers and outside agencies throughout the admission process to ensure that the pupils' needs are understood and catered for. We have designated disabled parking spaces in the car park and our site entrance is accessible for wheelchair users. For more information please see our Accessibility Plan (in compliance with paragraph 3 or schedule 10 of the Equality Act 2010).

### **What support will my child with SEND receive at break and lunchtimes?**

We recognise the need for all pupils to have free time to play with their peers, however we are also aware that for some children these times are difficult. As part of our provision, we have designated spaces in both the Infant and Junior Schools where children can play quietly whilst being supervised by an adult. There are also lunch clubs in both schools where pupils can eat lunch and play if they find lunch times challenging.

### **How does the school manage the administration of medicines?**

- Riders Federation have a policy regarding the administration and managing of medicines which can be found on the school's website.
- Parents need to contact the school and sign a consent form if medication recommended by health professionals needs to be taken during the school day.
- The school office staff will generally oversee the day to day administration of any medicines.
- Staff undertake regular training and are updated on conditions and medications affecting individual children in school. Protocols are written and displayed on the wall in the staff room for children with particular medical needs.
- Protocols identify staff who are trained to support those children who have more complex medical needs.