**RIVINGTON PRIMARY SCHOOL**

*A place where everyone matters!*

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**Special Educational Needs Information Report 2025 - 2026**

The Special Educational Needs Co-ordinator is Mrs Linda Burrows

Our SEN Governor is Mr Chris Halliwell

Our Head Teacher is Mrs Clare Powell

Please contact us on 01744 678493

**Introduction**

Welcome to our SEN Information Report which is part of the St Helens Local Offer for learners with Special Educational Needs (SEN.) This provides information about the support and provision that a child with additional needs can expect to receive whilst attending our school.

For comprehensive information about the local offer and available support services, please visit the St Helens SEND website at https://www.sthelens.gov.uk/send/. Here, you will find a variety of helpful resources and guidance to support you and your child.

**Our Ethos**

At Rivington Primary School we aim to create an environment that values each pupil and enables them to achieve their full potential. We provide a broad and balanced curriculum appropriately differentiated to respond to our pupils’ diverse individual needs. We provide opportunities and experiences that enable all pupils to participate fully and achieve their best across every aspect of school life. We place great value on the quality of relationships within our school community and celebrate the achievements of all pupils.

 **How do we identify if children need extra help?**

All pupils are closely tracked and monitored through high-quality, inclusive teaching. Concerns regarding a pupil’s additional needs may be raised by the class teacher, teaching assistant, parents, the SENCO, or external professionals.

This may be triggered by:

* Observation of a child’s behaviour or social skills.
* Failing to meet developmental milestones.
* The outcome of baseline assessments.
* Ongoing observations and assessments in the classroom.
* Results from standardised testing such as Early Learning Goals, Y1 Phonics screening, KS1 SATs, end of term tests and KS2 SATs.

What should I do if I think my child may have special educational needs?

* In the first instance contact the class teacher to discuss your concerns.
* You may also wish to speak to the school SENCO – Mrs Linda Burrows, to do this please call the school office on 01744 678493.

**Communication with parents.**

We place great importance on parents as partners in the education of their children. Parents are kept fully informed and are consulted at every stage of the process, known as the graduated response.

Pupils identified as requiring additional support will have an individual SEND Support Plan. This plan is personalised to meet the pupil’s specific needs, providing targeted strategies to help them access the curriculum and make progress at their own pace. This plan includes small step targets for the child to work towards to address their barriers to learning. The plan will detail how the support will be given and who will provide the support. This plan will be agreed and then reviewed with the parents. The parent’s help is sought in providing support at home.

During each term parents will be invited to discuss their child’s progress towards their targets. Each review will include an overview of how far their child has met their previous targets, the current levels of attainment for English and Maths and recommendations for next steps. We work together with parents to reflect on progress, highlight concerns, and plan our next steps.

For children with complex special educational needs and disabilities we would make an application for an education, health, and care plan, known as an EHCP. Needs are identified through multi agency assessments, and the outcomes and provision are determined from this. Parents will complete their own section of the EHCP to outline their aspirations for their child and to record the child’s own views. Education, Health, and Care Plans (EHCPs) are reviewed annually in partnership with parents and pupils to ensure the provision continues to meet the pupil’s evolving needs.

There will be parent’s meetings offered to all parents, and the annual reports are sent home at the end of each academic year.

You can also request a meeting with the schools SENCO if you are concerned about your child’s progress at any time.

 **How is the curriculum matched to children’s needs?**

Rivington Primary School offers all children a broad and balanced curriculum by using strategies and approaches, which differentiate between pupils of different abilities and learning styles.

In planning work for children with SEN we give due regard to targets and information contained within SEND support plans and advice from external agencies. Our use of small steps and targets ensures that our pupils experience success.

We make appropriate adaptations to the curriculum and learning environment to support pupils with SEND. Examples include:

* Visual learning aids such as visual timetables/ visual representations of key concepts /pictorial representations /Now and Next boards
* Pre-teaching of key vocabulary
* Providing vocabulary lists/word banks / practical resources to help to scaffold the children’s learning
* Use of timers to break down tasks into manageable chunks
* Breakdown instructions and tasks into more manageable steps
* Overlearning of key vocabulary and techniques – revisiting work in small groups or with 1-1 support.
* Small group support in class.
* Withdrawal into target groups for intervention programmes
* Specialist equipment and software
* Withdrawal by a teaching assistant for 1:1 support

Following the graduated response if we find that after monitoring a child’s SEND support plan that they need further support then we would seek advice and support from external agencies. This may be a referral to the speech therapy team, developmental paediatrics, Vision or hearing impairment team, the behaviour team, the mental health team, occupational therapists, the school nurse, or TESSA Autism.

**What support is provided to maintain the children’s wellbeing?**

At Rivington we place great value on the overall well-being of all our children. We see the importance of developing positive relationships with the whole family. The staff work together as a team of teaching staff, SENCO, safeguarding team, and pastoral lead to support the well-being of our children.

Children are closely monitored and nurtured each day in a supportive environment.

Support is also available for improving social, emotional, and mental health of pupils. Examples within our curriculum include:

* Use of sensory resources within the classroom – such as kick bands, fidget toys.
* Access to our sensory room
* Use of social stories
* Movement breaks
* Sensory circuits
* Sensory seedlings program.
* Drawing and Ralking therapy
* Members of staff such as the class teacher, pastoral leader, SENCO, and teaching assistants are readily available for pupils who wish to discuss issues and concerns.
* We have nurture groups / sessions to allow children in need to develop relationships with a key member of staff to build trust.
* We work with external support agencies such as the Behaviour Improvement Team, our Educational Psychologist, MHT (Mental Health Team) and CAMHS (Child and Adolescent Mental Health Services, TESSA Autism, Listening Ear, Kooth and the School Nursing Team to help to support the children’s emotional well- being.
* Mental Health Team provide on sight support sessions for children.
* Signposting parents to parenting courses ran by the local authority and Addvanced solutions.

Pupils with medical needs

* If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff that supports the pupil.
* Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member and the medicine is prescribed by a doctor (see school policy)
* We have trained first aiders.
* Staff are trained to deal with specific medical conditions as appropriate working with external agencies such as the School Nursing Team, Occupational Therapists, Physiotherapists, Visual and Hearing-Impaired Team, Children’s Disability Services and Developmental Paediatrics Team.

**What specialist services and expertise are available at or accessed by the school?**

External intervention and referrals can be made through and in consultation with the Local Authority through **TESSA** (Triage, Education Support and Specialist Advice)

The specialist services accessed by the school are:

* Educational Psychologist
* Developmental Paediatrics
* Neurodevelopmental Pathway
* Child and Adolescent Mental Health Services
* Mental Health Team
* Children’s Disability Services
* TESSA Autism
* Speech and Language Therapy
* Occupational Therapy
* The Bridge Centre
* TESSA Behaviour
* TESSA Dyslexia
* TESSA English as Additional Language
* TESSA Hearing
* TESSA Inclusion
* TESSA Vision
* Continence Service

Occasionally, the school consults with other external agencies to access specialist training, advice, or support tailored to individual pupils’ needs.

**What SEND training do the staff have?**

Training at Rivington is booked to meet the needs of the school community. We consult with external providers to ensure that our staff are fully equipped to support children to achieve their full potential.

Staff at Rivington undertake regular training in all areas of SEND.
Some of these areas include:

How to support children with Autism, with social and emotional needs, with speech and language difficulties, with physical and co-ordination needs, with attachment issues, with their mental health and with specific medical needs.

Our SENCO regularly participates in professional development and networking with other schools and is currently undertaking the NPQ SENCO qualification to ensure best practice.

**How will my child be included in activities outside the classroom including school trips?**

Children with SEN engage in all the activities of the school. If needed support will be provided and the necessary preparations and adaptations made. This includes educational visits, extra-curricular clubs and roles and responsibilities in school e.g. Prefects, Bully Busters, School Council. Specialist advice is sought where necessary, and risk assessments consider any disability. If a pupil is unable to participate in an activity due to a disability, we will provide a suitable alternative, developed in consultation with parents to ensure inclusivity.

 **How accessible is the school environment?**

Our teaching and learning environment reflect the needs of all our children and reasonable adjustments are made where necessary.

Our Nursery is a single storey building equipped with accessible changing facilities. The main school building has a lift to allow children and adults with disabilities access to all levels. The main school has a disabled toilet and disabled parking available.

The school is making forward plans via the school accessibility plan to progressively meet the needs of future pupils who may have a disability. The school will be constantly monitored for accessibility for all and when necessary, modifications made. This will be done through liaison with the L.A. and Access Plans.

**How does the school prepare and support the children when joining the school or transferring to a new school?**

We hold transition meetings between current and receiving schools to ensure a smooth and well-supported move for pupils. This meeting will involve, the parents, the child, all staff who have provided support to the child, any external agencies involved and the SENCOs from both settings. This ensures all information about the child can be shared and a plan put in place to support the transition process which enables all involved to plan future support that the child will need. All past records are passed on to the new setting.

 Information is then shared with all members of staff who will work with your child prior to them joining their new setting.

Special transition arrangements are put in place, personalised to the child’s own needs. This may include additional visits to the setting and / or members of the receiver school coming to work with your child in our setting, meeting key members of staff, taking photographs, making a transition book with information about the setting which can be shared with the family at home.

**Who can I contact for further information?**

If you would like to discuss your child’s educational needs, please contact the school office to arrange a meeting with the class teacher or the SENCO – Mrs Linda Burrows.

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

Complaints Procedure

If you believe your child’s needs are not being met, please address your concerns in writing to the Headteacher, Mrs Clare Powell. If your complaint relates to the Headteacher, please direct it to the Chair of Governors, Mr Chris Halliwell. Following this if you feel the complaint needs to be addressed further or refers to the Chair of Governors, please contact LDST Operations Team.

Please refer to **www.sthelens.gov.uk › send** for further information on local support services available to you.