



Riverbridge Primary School School Information Report 2023-2024

	Questions	School Response
1	How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	<ul style="list-style-type: none">• We have a comprehensive data tracking system in place, SONAR, for Early Years, KS1 and KS2. This system is updated at 'Point in Time Assessment' times across the year and supports the tracking of an individual's attainment and progress.• The progress of pupils is monitored regularly by class teachers and Year Group Leaders at weekly year group meetings.• There are pupil progress meetings with the senior leadership team held at Point in Time Assessment milestones across the year where progress and attainment are discussed.• If a pupil is not making expected progress with their learning then next steps for additional support will be identified to enable progress to be made. Discussions with parents/carers may take place at this point.• If parents/carers have concerns about the progress or attainment of their child they should, in the first instance, make an appointment to speak to the class teacher to discuss their concerns and then speak to our Inclusion Leader.• Prior to joining Riverbridge in Reception, the EYFS lead, and where appropriate the Inclusion Leader, contact and visit the child's Nursery to ensure that there is a smooth transition.• Home visits for new Reception and new Nursery children are offered so that parents can share information about any difficulties their child may have in advance of starting school.

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How will early years setting / school / college staff support my child/young person?

- Many of the children join us in Nursery and continue with us throughout their primary years, providing the opportunity for the continuity of provision and support.
- Our High Quality Teaching offer considers the needs of learners which then informs planning and delivery to make learning accessible. This may involve teachers using a range of strategies and scaffolding to enable access and engagement with the curriculum.
- Further adjustment and strategies from the Ordinarily Available Provision to support children with additional needs may be utilised.
- Parents/carers will be made aware of concerns with progress and attainment through parent consultation meetings and, where appropriate, additional meetings with the Year Group Leader and/or the Inclusion team.
- Depending on the level of support required to support the child's learning, a provision map will be produced termly to share the provision that is in place for the child.
- The school works very closely with a range of professionals who can provide further support for the child and, where appropriate, parents/carers, e.g. Early Years Support and the Health Visitor Team. Parents may also be signposted to events at the local Family Centre.
- If there are on-going concerns, referrals can be made to outside agencies to support with further assessments and advice, e.g. developmental paediatrics and speech therapy.
- There are one-page profiles in place for all children, enabling staff who work with the children to have a good understanding of the best ways to support them. All About Me forms are completed by parents/carers on entry to the school.
- A one-page profile is included in our welcome pack for completion ahead of a new pupil joining Riverbridge.
- FEET funded children are welcome into the Nursery.
- Our interventions are specifically tailored to meet the needs of individuals, following Surrey's Inclusion and Additional Needs Service Offer.
- Interventions are reviewed regularly within year group meetings to ensure they are effective.

		<ul style="list-style-type: none"> • The Inclusion team regularly monitor the progress of all children who are receiving additional support to ensure that the provision that is in place is having the expected impact. • Where appropriate, discretionary funding or an inclusion grant may be applied for to support the child's needs further in the Nursery. • Governors support the Inclusion team in monitoring the effectiveness of the provision in place for pupils identified with SEND.
3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> • All our teachers are clear on the expectations of High Quality Teaching and the Ordinarily Available Provision. • Based on gaps in learning and identified barriers to learning, all teachers plan scaffolded activities to ensure that all pupils can access the curriculum and make progress. • Surrey's Graduated Response document is used to inform provision within the EYFS. • Surrey's Ordinarily Available Provision document is used to adapt learning to meet each child's needs. • Support and advice from a range of education and healthcare professionals will be sought, where appropriate, to further support the teaching and learning. • Teachers regularly monitor and assess progress and use this information, along with recommendations from outside agencies, to inform future planning and provision. Formative and summative assessment is used to enable teachers to craft the provision for individuals. • Through on-going tracking, gaps in learning and barriers to learning are identified and addressed through High Quality Teaching and targeted intervention. • Subject Leaders continually monitor and review the teaching and learning in their curriculum area and teachers receive regular training and updates. • Teachers are clear on the expectations of High-Quality Teaching and Ordinarily Available Provision and are regularly supported through training, monitoring and feedback.
4	<p>How will both you and I know how my</p>	<ul style="list-style-type: none"> • At Riverbridge Primary School, we value the partnership between home and school as a shared commitment to learning.

	<p>child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<ul style="list-style-type: none"> ● Parents/carers are invited to parent consultations in the autumn and spring term to discuss the support that the school is providing and how they can help their child at home. ● We hold curriculum information evenings at the start of the year and provide termly curriculum maps. ● We provide opportunities for parents/carers to attend curriculum workshops where parents can learn more about how their children are taught at school and how they can support at home. ● Where a child has identified SEND, provision maps are shared with parents/carers. ● Where a child has an Education, Health and Care Plan, parents/carers will be involved with annual reviews of targets set and next steps for learning. ● If teachers have any concerns about individual children they are proactive at contacting and informing parents. ● The Inclusion Team, where appropriate, will keep regular contact with parents/carers of pupils with SEND to plan support and discuss concerns and achievements. ● Where possible, parents/carers are invited to meet with the outside agencies supporting their child to discuss strategies that can be implemented at both school and home to support their child further – this may be via telephone or video link. ● Parent concerns are listened to and responded to promptly.
<p>5</p>	<p>What support will there be for my child's/young person's overall well-being?</p>	<ul style="list-style-type: none"> ● The staff at Riverbridge Primary School are committed to providing a high level of pastoral support. ● Through the PSHE curriculum and using the Jigsaw resources, children are explicitly taught how to understand and manage their feelings as well as consider the feelings of others. This is further developed through school assemblies. ● The Zones of Regulation approach is used as a tool throughout the school to support children to understand their own emotions and give them a tool kit to use to help them regulate appropriately.

		<ul style="list-style-type: none"> ● For children and families who require some extra support with social and/or emotional needs, our Home School Link Workers work very successfully with individuals and their families. ● Emotional Literacy Support assistants (ELSA) also provide input for children who are experiencing some social, emotional and mental health needs. This is through small group work or on a 1:1 basis. ● We are an Attachment Aware and Trauma Informed setting. ● Interventions to support social interactions for children with identified SEND will be put in place where appropriate. ● Relevant staff are trained to support specific medical needs and all staff receive first aid training. ● Our school behaviour policy is based on restorative principles which builds on the positive ethos we have in school. We continually notice, name and reward good behaviour as well as allowing children time to reflect on inappropriate choices they have made and support them to repair relationships with others and move on. The 'Stay on Green' system is used throughout the school so children have a consistent approach during every aspect of their school day. ● All staff are committed to the pupil's overall wellbeing and most staff have had access to Emotion Coaching training. ● Attendance is regularly monitored and actions to support families to prevent prolonged unauthorised absence is made. ● Emotional Based School Non-Attendance (EBSNA) support is offered to relevant families.
6	<p>What specialist services and expertise are available at or accessed by the setting / school / college?</p>	<ul style="list-style-type: none"> ● Our staff receive regular training. ● We have several staff members trained in delivering specialist interventions, e.g. Drawing and Talking, Intensive Interaction, Attention Autism. ● We have established relationships with professionals in education and health: Surrey Specialist Teachers for Inclusive Practice team.

		<p>Educational Psychology Speech and Language Surrey Specialist Early Education Service Physical and Sensory Support Services Occupational Therapy Physiotherapy Developmental paediatrics Child and Adolescent Mental Health Services Primary Mental Health Worker Freemantles ASC Outreach Race Equality Minority Achievement. Community Health and Early Support Team</p> <ul style="list-style-type: none"> • We have two teaching assistants who are Communication Champions, who work with the Speech and Language team. We also have two Occupational Therapy Champions.
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • There is significant investment in staff training to improve high quality teaching and to develop enhanced skills and knowledge in the delivery of short term, small group provision, and high quality 1:1 interventions. • Through weekly staff meetings and a program of INSET days, our staff are regularly trained and updated on approaches to teaching and learning with regards to supporting children with SEND. There is also access to training through the Educational Psychology Team and from the Specialist Teaching Team from Surrey. • Key members of the Senior Leadership Team and Pastoral Team have attended Surrey Attachment Aware and Trauma Informed training. • We are responsive to the needs of the pupils and train staff appropriately – seeking guidance from other professionals accordingly.

		<ul style="list-style-type: none"> • There are fortnightly training meetings for teaching assistants to support continued professional development with supporting ordinarily available provision and children with SEND. • Teaching assistant supervision sessions are carried out to support the adults working with our children with the highest emotional needs and EHCPs. • The Inclusion Leader and assistant SENCO have achieved the National SENCO Award, and are experienced teachers. • The Inclusion Leader is a member of the Senior Leadership Team.
8	How will my child/young person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Our SEND Policy promotes involvement of all our learners in all aspects of the curriculum, both in and out of the classroom. • Specific risk assessments for pupils with varying SEND are carried out as appropriate to ensure that individual needs are met and full, safe access to the learning opportunities are available. • Physical and Sensory Support Services are consulted for support with outdoor learning and strategies to adjust provision for pupils with SEND. • Where applicable, parents/carers are consulted and involved in planning for a school trip/outside activity.
9	How accessible is the setting / school / college environment?	<ul style="list-style-type: none"> • We have an Accessibility Plan in place to meet the needs of all our stakeholders. • Disabled toilet access is available on both school sites. • There is ramped access to all buildings and to some individual classrooms. • Where appropriate, risk assessments are carried out for children with physical disabilities to ensure safe access to all areas of the school throughout the school day. • We value and respect diversity in our setting and do our very best to meet the needs of all our learners. • There are disabled parking bays at both sites.
10	Arrangements for supporting children and young people in moving	<ul style="list-style-type: none"> • Transition into Reception is important to us and we invest time in welcoming our new children. There is a home visit offered to parents during the summer term, ahead of the September start.

	<p>between phases of education and preparing for adulthood</p> <ul style="list-style-type: none"> ● Stay, Play and Learn sessions are offered, along with a transition morning. A transition booklet with photographs of the Reception staff and classrooms is issued and available on the website. ● The Reception team will also visit the children in their Nursery, where appropriate, accompanied by the Inclusion Leader. ● Where a high level of SEND has already been identified, the Inclusion Leader and the EYFS Leader will meet with parents to ensure that transition is well planned. ● All staff follow a carefully considered transition programme, designed to introduce change and growth gradually, led by the children's curiosity. ● There are transition groups and transition booklets made for all children as they move to new classes within the school. ● We have close links with our secondary feeder schools and transition activities take place during the summer term in Year 6. Transition groups are also in place to support children who are anxious about the changes. ● The Inclusion Leader will liaise with secondary school colleagues to share information regarding vulnerable learners and children with SEND. ● Where there is an additional need, extra transition visits and resources to support the transition are put in place. If a child has an EHCP, then the receiving school will be invited to attend the annual review.
<p>11</p>	<p>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</p> <ul style="list-style-type: none"> ● Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual learner needs. ● We monitor and evaluate our interventions to ensure value for money. ● There are provision maps produced at the end of each term showing the impact of each intervention.

12	How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> • Children needing additional support are identified through rigorous tracking systems, pupil progress meetings and parent meetings. • All interventions are monitored closely for impact. • The type and amount of support will be decided based on the child's identified needs and recommendations from outside agencies. The Surrey 'Graduated Response for Early Years' and 'Inclusion and Additional Needs Service Offer' are referenced to ensure that support is appropriate. • If a child is receiving support that cannot be met at school level, then an EHCP may be applied for to 'top up' the funding for provision.
13	How are parents involved in the setting/school/college? How can I be involved?	<ul style="list-style-type: none"> • We operate an open-door policy and take every opportunity to strengthen dialogue between home and school. • Parents/carers and families are regularly involved in discussions about their child's learning through parent information evenings, workshops, questionnaires etc. and we welcome feedback. • Our Home School Link Worker team hosts regular coffee mornings. • Home School Link Workers are available to support parents as and when it is required. • We welcome parent volunteers to support in class or with educational activities or trips.
14	Further information and Arrangements for handling complaints from parents of children with SEN about the provision made at the school	<ul style="list-style-type: none"> • In the first instance, parents are encouraged to talk to the class teacher. Further support can be gained from the Inclusion team. • A SEND brochure is available in school and on the school website which summarises SEND support at Riverbridge. • Parent Partnership is a SEN advice service offered to parents in Surrey. Please see the following link. http://www.sendadvicesurrey.org.uk/ • Surrey's Local Offer details support and advice that Local Authority offer to children with a SEND. Please see the following link. https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page

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| | | <ul style="list-style-type: none">• Surrey Additional Needs and Disabilities Partnership have created a guide for parents/carers of children with additional needs and/or disabilities. Please see the following link.
https://www.surreylocaloffer.org.uk/parents-and-carers/help-and-support/and-guide• If you have a SEND-related enquiry or concern, you can call the Learners' Single Point of Access (L-SPA) on 0300 200 1015.• If you have a concern or complaint, the school complaints procedure can be found on the School Information page of the website. |
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