



Rickley Park Primary School and Nursery

Rickley Lane, Bletchley, MK3 6EW

01908 372979 office@rickleypark.milton-keynes.sch.uk

Headteacher: Mrs Allison Collis

Rickley Park Primary School SEN Information Report (October 2018)

Under the Special Educational Needs and Disability Code of Practice (2014) schools and settings are required to produce a SEN information report. This needs to be published on the school's website, kept up-to-date with changes and revised at least annually.

Details of People Supporting Children with SEND

Kat Rand – SENDCo: Foundation – Year 6
Nicole Miller – Foundation Leader
Audrey Moore - Key Stage 1 Leader
Emily Bull – Upper Key Stage 2 Leader
Jenny Shaw – Lower Key Stage 2 Leader
Emily Bull – CLA co-ordinator/Phonics co-ordinator
Tim Bowers/Donna Taylor-Smith – Pupil Premium Leader
Pam Ridley – EAL co-ordinator
Katie Parry – SEN Support

Other adults in the school responsible for vulnerable groups

- Teachers Responsible for Safeguarding – Allison Collis, Donna Taylor-Smith and Nicole Miller (supported by Gabriella Rossi)
- Learning Mentor – Gabriella Rossi
- Learning Mentor – Teresa Tarrier
- Learning mentor - Katie Parry

SEND Governor

Charlotte Whitley

School Local offer

<https://www.rickleypark.milton-keynes.sch.uk/about-us/policies/>

Milton Keynes Local Authority Local Offer

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs>



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Whole School Approach

Vision Statement

'Enabling our children to succeed now and in the future'

Key Values

- We have the same chances. We have the same choices.
- We know that everyone has something special to contribute.
- We persevere and work hard, not because we are told to but because we want to improve.
- We stick together for the good of all.
- We look after ourselves, each other and our world by taking responsibility for our actions.
- We let everybody talk and have their say.

School Aims

At Rickley Park we are determined to create an inclusive culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

All teachers are responsible for every child in their care, including those with special educational needs.

Current Position

As a Co-operative Academy we also share the co-operative values of self-help, self-responsibility, democracy, equality, equity and solidarity. These values are central to our school vision and we believe that, through the emphasis on these values, our children can gain a better understanding of their role as citizens of the future and how they can help build a fairer society.

Rickley Park is a primary school catering for 448 children (October 2018) from Nursery to Year 6 working within 15 classes. After consultation the special needs designated nursery closed July 2016.

Across the school (Year R – 6) we have approximately 64 children categorised as SEN support 8 children with EHC plans. Several children are pending assessment for an EHC plan.



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Teachers in each class use a combination of on-going assessment and termly assessments (see school assessment policy) to identify children who may need additional support. The LA guidance is also used in EYFS. SEN children have pupil profile forms which are completed termly and signed by a parent or carer, at this point parents are given the opportunity to share their thoughts. Children will share their thoughts and this will be recorded on the Pupil Profile form. Targets will be shared and created with children where appropriate. For children who have FACT's completed parents will have a meeting with their children's class teacher and if required the SENCo to ensure they are fully updated on the support and provision that their child is getting. The FACT document and Pupil Profile forms will be updated termly or sooner where necessary with parents and children having the opportunity to share their thoughts on the targets, how these have been met and next steps.

At Pupil Progress Meetings, teachers identify children who may need additional intervention known as therapies. Therapies are based on a needs analysis and recorded termly using PiXL as well as on a provision map. The effectiveness on these provisions will be monitored half termly and adapted where necessary.

Children with more specific needs may be referred to external agencies. This will be in agreement with parents or carers and legal guardians will be required to give written consent before referral to external agencies. Joint planning meeting will take place termly with the Specialist Teaching team and specific children may be discussed.

SEN Needs

Children and Young people's SEN are generally thought of in the four broad areas of need and support:

- Communication and Interaction – this includes children with speech and language disorders as well as children with social communication difficulties (ASD)
- Cognition and Learning – this could include children who have moderate, specific or profound learning difficulties e.g. dyslexia, dyspraxia etc.
- Social, emotional and mental health difficulties – this could include children who may have difficulties with attachment disorders, hyperactivity or lack of concentration.
- Sensory and/or physical needs – this could include children with hearing or visual impairments.

To support these areas we have a range of specialist provision including a Speech and Language therapist and trained teaching assistants to deliver specific programmes. Additional phonic intervention e.g. SEFT grids and Toe by Toe. Social skills interventions for children with social communication difficulties are run by the Learning Mentor as well as other specific adults. Within the school, children also have access to a range of multisensory resources to support learning e.g. Numicon, physical manipulatives for maths, reading rulers, specialist scissors and coloured books



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are available, as required to specific children. We also have a trained art therapist in school who works with a variety of children.

SEN Policy

Policy can be found at – <https://www.rickleypark.milton-keynes.sch.uk/about-us/policies/>

Policy agreed –September 2018 Review Date: September 2019

Staff Deployment:

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best possible outcomes, gain independence and are prepared for adulthood from the earliest possible age. Currently support staff are deployed in a number of ways within the school;

- Years F2 to 6 there are 12 children who have EHCP plans or top up funding and are supported one to one by Level 1 teaching and Learning assistants
- In Foundation 2 there are 3 teaching and learning support assistants (Level 2)
- In KS1 there are 3 teaching and learning support assistants (TLSAs) supporting 4 classes during the morning sessions there is also a learning mentor who supports children across KS1
- In KS2 there are 2 teaching and learning support assistant (TLSAs) supporting 8 classes during the morning sessions and one learning mentor who supports children across KS2
- There are 2 additional teaching and learning support assistants (TLSAs) deployed to support classes or small groups based on need.
- TLSAs provide specific intervention programmes in the afternoon.
- There are three HLTA's who support throughout the school where needed.

External Partnerships

As a school we work with a range of external specialists including –

Specialist teachers
Educational Psychologists
Speech and Language therapists
Paediatricians
Physiotherapists
Occupational therapists
CAMHS
Social Workers
Child Disability team
School Nursing team
GPs



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In addition we work with a range of schools to support children with special educational needs as part of our transition work. We have had special schools work with us to observe specific children and refine support.

As part of Year 6 transition the SENCo or support teachers will meet with us to discuss information and hand over individual plans. Lord Grey offer additional visit days for vulnerable pupils to support transition. Also in previous years Hazeley have offered additional visits for transitions.

Complaints

This year we have had 0 no complaints relating to SEN. Our complaints procedure is set out on the school website:

<https://www.rickleypark.milton-keynes.sch.uk/assets/Uploads/Rickley-Park-Complaints-Procedure-May16.PDF>

Staff Development

A range of training opportunities have been identified and completed for individual teachers, teaching assistants and senior leaders. The LA provides a yearly overview of training/workshops and additional courses may be accessed dependent on needs.

Some of the training completed includes:

- Positive Handling – 14 members of staff including teachers and TLSA's June 2018
- First Aid – Number of TAs completed/refreshed training during the Year 2018
- Safeguarding - all staff
- Prevent training - all staff
- EpiPen training
- Elklan course for identified TLSAs
- Foundation Course for Teaching Assistants
- Talk for Writing/ Guided Reading
- Classroom Strategies for Speech and Language Therapy – January 2016
- Phonics training
- Working Memory training provided by Specialist teacher (disseminated to all staff 2016)
- Workshops provided by specialist teacher for named staff
- Dynamo Maths
- Freshstart Phonics
- Rainbow Road
- Talk for Learning
- Mental Health Awareness
- Sensory Stories



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- Dyscalculia

Identified Areas for development

- Progress and attainment of SEN children in reading, writing and maths in line with LA focus on EYFS and progress in KS2
- Update SEN policy Sept 2019
- Attendance of specific SEN children
- Case Studies of specific children
- Ofsted Report – role of teaching assistants