



## SEND - Local Offer

<b>School Name:</b>	<b>Risdene Academy</b>			
<b>Type of School:</b>	<b>Mainstream</b>	<b>Primary</b>		
	<b>Education Fellowship Academy School</b>			
<b>Accessibility:</b>	Fully Wheelchair Accessible	<b>Yes</b>		
	Auditory/Visual Enhancements	<b>No</b>		
	Other adaptations	<b>None</b>		
<b>Core Offer:</b>	Are you currently able to deliver your core offer consistently across all areas or your school?			
	<p><b>Key staff (Class Teachers and Teaching Assistants) have received comprehensive training to enable them to deliver Read, Write Inc. Key staff have had training from Autism Outreach on 'What is ASD and classroom strategies' as well as 'Play buddies'. Key staff have had TAHMS training in 'Zippy's friends', 'The Solihull approach', 'Drawing and talking', and 'Protective behaviours'. Key staff have attended 'Talk Success' training to develop skills in speech and language.</b></p>			
<b>Policies:</b>	Are the following school policies available to view on the school website? <a href="http://www.risdene-academy.net/risdene/ourschool/policies.html">http://www.risdene-academy.net/risdene/ourschool/policies.html</a>			
	Anti-Bullying	<b>Yes</b>	Equality and Diversity	<b>Yes</b>
	Attendance	<b>Yes</b>	e-Safety	<b>Yes</b>
	Behaviour	<b>Yes</b>	Inclusion (including SEND)	<b>Yes</b>
	Child Protection and Safeguarding	<b>Yes</b>		
	Are you aware / familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act of 2010?			<b>Yes</b>
	Are you aware / familiar with the requirements of the Special Educational Needs and Disability Code of Practice (2014)?			<b>Yes</b>
<b>Range of Provision:</b>	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:			
	Areas of Strength:			
	<p><b>The school has a number of staff who have a wealth of experience in successfully supporting children with a range of sometimes complex social, emotional and mental health issues in an inclusive environment. All children at Risdene Academy practice our PRIDE values:</b></p> <ul style="list-style-type: none"> <li>• <b>Positivity</b></li> <li>• <b>Respect</b></li> </ul>			

	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Determination</li> <li>• Excellence</li> </ul>
	Specialist facilities / Equipment to support SEND
	<p><b>All areas of the school are accessible to wheelchair users.</b>  <b>Disabled toilet.</b></p>
	Input from specialist support services
	<p><b>Access to Educational Psychology service.</b>  <b>Speech and Language therapists, Occupational therapists, Physiotherapist and Teachers of the Deaf and Autism Outreach through the local authority.</b>  <b>Appropriate support as required from Education Entitlement Service.</b>  <b>1:1 and small group support.</b>  <b>Independent advice and support from Northamptonshire Information Advice Support Service</b></p>
	Before and After-School support
	<p><b>Breakfast Club (subject to payment of fee and spaces)</b>  <b>Range of sporting, craft and academic clubs run after school (free subject to spaces – to begin after October half term).</b>  <b>Range of sporting clubs (basketball, tag rugby, etc.) run by commercial organisations (fee paying, subject to spaces - to begin after October half term).</b></p>
<b>Inclusion:</b>	How do you promote inclusion within the school (including visits and residential trips)?
	<p><b>The new National Curriculum 2014 is embedded across the school and all lessons are designed to meet the requirements relating to inclusion, with adjustments made as appropriate.</b>  <b>Risk assessments are completed and adjustments made where necessary to ensure that all children are included in visits and residential trips regardless of SEND.</b></p>
	<p>What percentage of children currently receive support for SEND?  <b>13.2% (40 children) – September 2016</b>  <i>(a number of children are currently receiving additional support with their learning but the challenges they face are not yet identified as 'Special Educational Needs' at this point, however, they may subsequently be added to the SEND support list at a later date).</i></p>
<b>Parent Support Involvement and Liaison:</b>	<p>How do you involve / support the parents of children with SEND with regard to identifying and meeting their needs?  How do you communicate their progress and areas of difficulty?</p>
	<p><b>The children identified with SEND work closely with their class teacher, teaching assistant, SENCO, and their parents/carers. Support and targets are agreed and formalised with an Individual Education Plan (IEP) at the beginning of each whole term. Parents are sent home copies of reviewed IEPs and new IEPs to sign in the post. IEPs are reviewed within school at 6 weeks and in a formal meeting between all stakeholders at 12 weeks (based on a 12 week term).</b>  <b>Parents/carers with children who have an Education, Health and Care plan are invited into school for annual review meetings.</b>  <b>All parents and carers are invited in during the autumn and spring term for parents evening and all children bring home a school report in the summer term.</b></p>

	<p>How well does the school prepare children with SEND to join their next setting (Class / Key Stage / School)?</p> <p><b>Carefully planned and structured transition programmes are in place as children with SEND move through Risdene Academy. All staff are aware of any children with SEND within their class and the support in place to meet their needs. Transition days are supplemented by meetings with new members of staff, the use of transition booklets and familiarisation visits take place in the weeks leading up to any moves. For those children with Education Health Care Plans additional advice for transition is provided by the school and the independent Northamptonshire Parent Partnership Service who hold regular coffee mornings and drop-ins at the school to support parents of children with SEND.</b></p> <p><b>In the case of children who are new to the school additional visits by the SENCo and teaching and/or support staff may take place in both the current setting and at Risdene Academy to ensure a fully supported transition. This will begin as soon as possible once confirmation of admission is received.</b></p> <p><b>Children on the SEND register moving to secondary school may have extra visits to their new school.</b></p> <p><b>When children change school information is shared with their new school.</b></p>
<p><b>Other Information:</b></p>	<p>What else do you think parents would like to know about Risdene Academy with regard to support for children with SEND?</p> <p><b>We are currently using the following intervention and support programmes:</b></p> <ul style="list-style-type: none"> <li>• <b>Quality first teaching (the effective inclusion of all pupils in high-quality everyday personalised teaching)</b></li> <li>• <b>Small group and 1:1 interventions.</b></li> <li>• <b>Play Buddies</b></li> <li>• <b>Meet and Greet</b></li> <li>• <b>Dyslexia resources – coloured paper, software and overlays.</b></li> <li>• <b>Zippy's friends</b></li> <li>• <b>Drawing and talking</b></li> <li>• <b>Protective behaviours</b></li> </ul>
<p><b>Completed By:</b></p>	<p><b>Mrs Donna Mann (SENCO)</b></p>
<p><b>Date Completed:</b></p>	<p><b>12<sup>th</sup> September 2016</b></p>
<p><b>Review Date:</b></p>	<p><b>July 2016</b></p>