

Ryvers Primary School

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Ryvers is a three-form entry mainstream primary school situated in Langley. We have designated provision for eight pupils with Autism Spectrum Disorder within our specialised resource base.

Who to contact

Name	Alice Wetherall
Position	Head Teacher
Telephone	01753 544474
Email	office@ryvers.slough.sch.uk

Where to go

Address	Trelawney Avenue Slough Berkshire
Postcode	SL3 7TS

When is it on?

Date & Time Information	Monday to Friday 8.50am - 3.20pm(KS1) and 3.25pm(KS2)
Session Information	Term time only

Local Offer

Extended Local Offer Response

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Special Educational Needs Policy [Our vision at Ryvers](#)

Ryvers School will be an outstanding school, a centre of excellence for teaching, ensuring learning for life for everyone.

At Ryvers we aim to deliver a top quality education, along with the highest possible standards of personal care and development. We are proud of our school and our children yet we are striving for excellence. We will move forward as -

A responsive school

Committed to our children, we will shape our school to meet their needs and help our families with care and provision that is wide ranging and flexible.

A school with high aspirations

Our expectations are unfaltering; we will strive for excellence in teaching and learning for everyone.

As well as securing essential skills, we will be known for our sporting prowess, the arts, technology and languages.

A school that shares

To secure best practice in teaching and learning, we will invest in our staff. As a centre of excellence, we will share our methods of support and training beyond our own school.

An evolving school

We will not stand still; our curriculum will be tailored to match our children. It will be personalised and recognise the importance of character. We will not be afraid to innovate to ensure that our children are equipped for the next stage of their education.

We will be relentless in our pursuit of excellence and in our drive to improve.

What does SEN mean?

- SEN means Special Educational Needs.
- Some children may have difficulties or disabilities that affect their ability to learn. These may include;
 - Reading and writing
 - Understanding
 - Concentrating
 - Physical needs or impairments
 - Behaviour, emotional or social skills

Teaching and Learning

How will the curriculum be matched to my child's needs?

- At Ryvers we pride ourselves on the curriculum that we offer to the children in our care. All teachers ensure that the planned work takes into consideration the individual needs of the children in their class. Class work is differentiated and teachers are skilled in the manner that they address individual need.
- For some children the curriculum needs significant differentiation and it may be appropriate for them to access some subjects using a personalised approach.

How are the Governors involved and what are their role and responsibilities?

- There is a named Governor who is responsible for SEN. They meet regularly with the SENCO to discuss what is happening with SEN in our school. The Governor takes responsibility for the strategic leadership of SEN and to determine SEN policy in accordance with government guidelines.
- The SENCO reports to the Governors on a regular basis about the progress the children with SEN are making within the school.
- The Governors monitor the progress of SEN and the effective implementation of SEN policies, procedures and developments.

Identifying and Assessing Special Educational Needs

How does the school know if my child needs some extra support and what can I do if I am concerned?

- We closely monitor the progress that all our children are making; through this we identify children who may need extra support.
- If we have a concern, we will contact you to arrange a meeting.
- If you have any concern, please come and talk to us the class teacher should always be

the first point of contact.

- We will be informed by any other professionals known to your child. For example, a previous school or nursery, Health Visitor, Paediatrician or Speech and Language Therapist.

How will the school support my child?

- We encourage parents and teachers to meet and share concerns at the earliest possible time.
- If a child needs extra support then teachers and parents will create a plan working with other professionals if required. Wherever possible, we will involve the child in this too.
- Clear targets will be set for each child if appropriate.
- The support will be put in place by the teacher and monitored.
- We have a number of specialist support staff that may also work with your child in a group or individually as deemed appropriate by the class teacher.
- Reviews will include parents, the child, teachers and other professionals and will be regular and robust.

How does the school know how well my child is doing?

- For every child we measure progress in learning against national expectations and age related expectations. This is reviewed on a regular basis.
- The class teacher continually assesses your child and notes where progress is good and where further support may be required.
- As a school we track progress from entry to Nursery right through to the final term of Year 6 using a wide variety of methods including Spelling, Reading and Maths ages, Progress in Maths, Progress in English and National Curriculum expectations.
- Children who are not making expected progress are identified at Pupil Progress meetings which are held half termly with a member of the Senior Leadership Team. If further support is required we will ask to meet with you to discuss how we can best support your child.
- For children who have a Provision Map, progress is reviewed regularly by the class teacher, parents, the SENCO and may include other professionals who may have been working with your child. If progress is not as expected, we will adapt targets and plan a way forward that will ensure that your child's needs are met.

How is the decision made about what type and how much support my child will receive?

- The class teacher alongside the SENCO will discuss the individual needs of the child. Through discussion with parents we will determine how much support is appropriate. This will be reviewed at regular intervals.

**Involving
Parents and
Children and
Young People in
Planning and
Reviewing
Progress**

How do we know if it has had an impact?

- We will review the targets set for the children and consider the progress they have made against them. We will consider data evidence and track their progress over time. We will be able to identify the progress they are making within their curriculum and link this to the National criteria and the age related expectations.
- Through discussion with the class teacher, parents and children we will be able to discuss where further progress has been made and where concerns need to be addressed.
- If children have made sufficient progress they may be exited from the SEN register if we feel their progress is not significantly behind that of their peers.

How the school's resources are allocated and matched to children's SEN needs?

- The children's progress is regularly monitored and their needs identified, provision is allocated according to need.
- This is regularly reviewed to ensure that it is as effective as it can be.

What support will we receive as parents?

- Your child's class teacher will meet with you at least once a term to discuss your child's progress; their individual needs, the support they are receiving in school and work that you can do with them at home.
- The Special Educational Needs Coordinators (SENCOs), Claire Bevan and Calre Chaudry, have an open door policy so any questions or concerns can be directed to them for further support.
- We pride ourselves on our relationships with parents and at any point should you wish to speak to a member of staff please contact us.

How will I know how my child is doing? How will you support me in helping my child to learn?

- We value the partnership between parents and school. We work hard to build effective communication where we are able to share information and work together to ensure the children in our care receive the most appropriate and effective support.
- For some children we operate a 'home contact book'. This book enables parents and teachers to share information regularly.
- We provide an open door policy where you can come and discuss how your child is getting on and ways that you can help with the class teacher.
- Children with SEN will have a Provision Map in place. This outlines the interventions and support they receive in school. Alongside

the Provision Map each child has three targets. These are reviewed on a regular basis to analyse the progress made and the impact that the support has had on your child's progress. You would be involved in this.

- If your child has a complex level of need and they have an Education Health Care Plan (previously known as a Statement) you will be invited to an Annual Review meeting which will discuss the progress your child has made and consider the next steps in planning to meet your child's needs.

Additional Support

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a very positive approach to behaviour management with clear reward systems in place that is followed by all staff and pupils. Our expectations are high and we work with the children to promote self-discipline and responsibility.
- If a child has behavioural, social or emotional difficulties, we work with parents to provide a programme of support known as a Positive Support Plan. We may include other agencies if it is deemed appropriate and your child needs extra support.
- We have a Learning Mentor and a Behaviour Manager who can provide children with additional support.
- Attendance is regularly monitored by the Deputy Head teacher and the Attendance Officer. We provide parents with clear guidelines with regard to attendance expectations and leave of absence during school time. Our attendance is good and we work with families to support attendance should this be a concern.

How accessible is the school environment?

- Ryvers School comprises a 2 storey main building (housing classrooms, halls and the dining hall) and a self-contained, single storey nursery block.
- There are staircases in the KS1 area and the KS2 area, as well as a short flight of stairs leading to the dining hall.
- We have designated disabled car parking spaces.
- We have a disabled toilet in both KS1 and KS2 areas. In the KS1 area there is a shower available.
- The entrance to our school has a ramp and handlebars.
- Stairs are marked appropriately.

Extra Activities

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

We are a highly inclusive school and work to ensure that each child receives the same opportunities.

Each child in our school receives a well-balanced curriculum. This includes access to school trips. Some children require additional support on trips. This is provided and their individual and specific needs are accommodated.

For each trip a risk assessment is compiled and this ensures everyone's individual health and safety needs are acknowledged. In the unlikely event that it is considered unsafe for a child to take part in an activity alternative arrangements are made.

Meeting the Social and Emotional Needs of Children and Young People with SEN

What support will there be for my child's overall well-being?

- We are proud to be an inclusive school; celebrating difference and diversity and providing opportunities for all of our children to move to the next stage of their education with a core set of skills which enable them to become citizens of the future.
- We are a team who care about children and want the best possible outcomes for them.
- We have a strong and well established ethos of social, moral, spiritual and cultural learning where we build self-respect, self-esteem, respect for others, positive relationships. Children leave us confident and capable with a sense of belonging.
- We have skilled staff who are able to work with children who may have medical conditions, behavioural needs or require additional pastoral support. We work alongside other agencies such as health or social care to ensure that your child's needs can be met.
- Our Welfare Manager is the point of contact should your child require medical support and we encourage parents to meet regularly with her.
- Our staff we have regular training and are updated about conditions and medication affecting individual children. This enables our staff are able to manage medical situations and medical emergencies.

How can my child be able to contribute their views?

- Pupil voice is important to us in our school and we enjoy discussing aspects of school life with them in a variety of ways such as through school council or questionnaires.
- Children in our school know that their voices and opinions are valued and at any point we are here to listen.
- Children have a key role in setting targets and reviewing the progress that they have made. They are encouraged to self-reflect in lessons and to engage in learning discussions with their peers and adults within the school.
- We invite children to contribute to their Annual Reviews (should they have an EHC) or to SEN parents meetings to say how they feel things are going for them.

- There is a worry box in each class where children are encouraged to voice their thoughts and these are acted upon by the teacher.

Keeping Up to Date with Knowledge and Skills

What training have staff supporting children with SEN had or are currently undergoing?

- All teaching staff are trained to teach children of varying abilities.
- Our SENCOs have completed or are completing the full accredited SENCO training. We also have a specialist teacher for SEN.
- We have a number of staff who are trained to deliver Speech and Language provision.
- All staff are regularly updated and trained in accordance to new initiatives.
- We have teaching and support staff who are trained to support children who find reading difficult.
- Our Behaviour Manager and Learning Mentor are trained to support children with additional pastoral or behavioural needs.
- We have a team of trained staff who work alongside the SENCO to support children with Autism.
- Our Welfare Manager and a number of other staff are trained to deliver paediatric first aid. A large number of our staff hold a current first aid certificate.
- Our staff are trained to deliver maths, phonics, reading and spelling catch up programmes across the school.
- A number of our staff have received training in the use of Makaton.

Transitions

How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit the school before starting with us.
- For children with SEN we create a transition package, this takes into account the individual needs and requirements of the new pupil. The package is tailor made and ensures that the pupil is comfortable and settled before starting full time with us. This package includes key staff building up a relationship with the child in their current setting.
- For some children social stories are used for transitional purposes and for times of change. We use these for our pupils with SEN to support them understand what they will be/or are going through.
- When some children move classes at the end of each academic year they are provided with an individual transition book. This is compiled using photographs and key information that they require to make them feel at ease.
- For school leavers we also create transition packages. These are supported by the next school and transition programmes can often be offered by the next school. Children are once again provided with transition books to

help them understand the changes that are occurring.

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

- Your first point of contact is your child's class teacher.
- You may also wish to contact the SENCO.
- Our school website provides some information with regards to SEN.
- Other professionals who have been involved with your child are a good contact to seek specialist advice.
- Parent Partnership can also be contacted to provide further advice.

Who should I contact if I am considering whether my child should join the school?

- Please contact the school office to arrange a visit or to arrange a meeting with the SENCO.
- Contact your case officer for further advice if your child has an EHC.

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