# SEND POLICY

**Understanding need. Removing barriers.**
**Enabling every pupil to thrive.**



## RIVERSIDE BRIDGE SCHOOL

INSPIRE, EMPOWER, ACHIEVE

This policy forms part of the Riverside Bridge School Policy Framework
and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

## OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

## POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.




## POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

## CURRICULUM DRIVERS




Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

# STATEMENT OF INTENT

This policy sets out Riverside Bridge School's strategic approach to meeting the special educational needs and disabilities of pupils across the school. It explains the principles, responsibilities and arrangements through which specialist provision is planned, delivered, reviewed and continually developed.

Riverside Bridge School is committed to providing an ambitious, inclusive and specialist education that enables every pupil with Special Educational Needs and Disabilities (SEND) to communicate, participate, achieve and prepare successfully for adulthood. We recognise that every pupil is unique, and we believe that high aspirations, personalised provision and collaborative working enable every learner to make meaningful progress from their individual starting point.

As a specialist school, we understand that equality is achieved through equity. We are committed to removing barriers to learning, communication and participation by providing personalised support, specialist teaching, therapeutic approaches and reasonable adjustments that reflect each pupil's strengths, needs and aspirations. Our provision is built upon positive relationships, evidence-informed practice and a deep understanding of child development.

Our curriculum, BridgeWorks Structured Teaching Framework, Bridging Communication Framework and therapeutic provision work together to create learning environments that are structured, accessible and responsive to individual needs. Through these approaches, we seek to develop communication, independence, emotional regulation, resilience and the knowledge and skills pupils need to thrive both within school and throughout adult life.

We value partnership working with families, the Local Authority and multi-agency professionals, recognising that the best outcomes are achieved through shared responsibility, open communication and collaborative decision-making. Pupils and families are actively involved in planning, reviewing and evaluating provision, ensuring that support remains centred on individual strengths, needs and aspirations.

This policy provides the strategic framework for the identification of need, planning of provision, delivery of specialist education and continuous evaluation of outcomes for pupils with SEND at Riverside Bridge School. It reflects the school's statutory duties under the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010 and associated legislation, whilst demonstrating Riverside Bridge School's commitment to delivering exceptional specialist education for every pupil.

**Our responsibilities to pupils and families**

Riverside Bridge School will:

- maintain high expectations and ambitious outcomes for every pupil;
- provide personalised specialist education informed by pupils' strengths, needs and aspirations;
- remove barriers to learning, communication and participation through appropriate provision and reasonable adjustments;

- ensure Education, Health and Care Plan outcomes inform planning and review;
- provide accessible communication and structured learning environments;
- integrate education, therapeutic provision, healthcare and Positive Support wherever appropriate;
- work collaboratively with pupils, families, Local Authorities and relevant professionals;
- enable pupils to express their views and participate meaningfully in decisions that affect them;
- promote independence and Preparing for Adulthood from the earliest stages of education; and
- evaluate the quality and impact of provision continually to inform improvement.

Through these commitments, Riverside Bridge School aims to ensure that every pupil receives ambitious, personalised and coordinated provision that reflects their individual strengths, needs and aspirations. We will continue to remove barriers, strengthen communication and participation, and support every pupil to develop greater independence and achieve meaningful outcomes for their future.

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**APPROVED BY:** Governing Board

**APPROVED ON:** September 2026

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Section 01

# PURPOSE

Setting direction. Meeting need. Securing ambitious outcomes.

The purpose of this policy is to provide the strategic framework for the delivery of specialist education at Riverside Bridge School. It sets out how the school identifies, plans, delivers and evaluates provision to ensure that every pupil with Special Educational Needs and Disabilities (SEND) receives a high-quality, personalised education that enables them to achieve meaningful outcomes and prepare successfully for adulthood.

This policy demonstrates how Riverside Bridge School fulfils its statutory duties under the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010 and associated legislation. It reflects the school's commitment to providing equitable opportunities, removing barriers to learning and participation, and ensuring that every pupil receives the specialist support they require to thrive.

The policy applies to all pupils, staff, governors, volunteers, contractors, agency staff, students on placement and partner professionals working within Riverside Bridge School. It should be read alongside the school's wider governance framework, recognising that effective SEND provision is a shared responsibility across the whole organisation.

Through this policy, Riverside Bridge School aims to:

- provide an ambitious, personalised and inclusive education for every pupil;
- identify and respond to individual strengths, needs and aspirations through evidence-informed assessment and planning;
- deliver specialist teaching, communication and therapeutic approaches that enable pupils to communicate, participate and learn successfully;
- work in partnership with families, the Local Authority and multi-agency professionals to secure the best possible outcomes;
- promote independence, wellbeing and Preparing for Adulthood at every stage of a pupil's education;
- continually evaluate and improve the quality and impact of specialist provision through robust monitoring, quality assurance and governance.

Section 02

# VISION AND PRINCIPLES

Belonging first. Communication always. High expectations for every pupil.

Riverside Bridge School is a specialist school for children and young people aged 4–19 with complex Special Educational Needs and Disabilities (SEND). Every pupil admitted to the school has an Education, Health and Care (EHC) Plan identifying the need for specialist provision. Our role is to provide an ambitious, personalised and therapeutic education that enables every pupil to communicate effectively, participate meaningfully, develop independence and prepare successfully for adulthood.

We believe that every pupil can learn, develop and achieve when barriers are understood and appropriate support is provided. High expectations, specialist expertise and positive relationships underpin every aspect of our practice. We recognise that progress is individual and that success should be measured against each pupil's starting point, strengths and aspirations.

Our vision is underpinned by the following principles:

- **Every pupil belongs** - Every pupil has the right to feel safe, respected and valued within an inclusive school community. We foster a culture of belonging where diversity is celebrated, individual differences are recognised and every pupil is supported to participate fully in school life.
- **Communication comes first** - Communication is fundamental to learning, relationships and participation. Through the Riverside Bridge School Bridging Communication Framework and Total Communication approaches, we ensure every pupil has access to appropriate communication systems that enable them to understand, express themselves, make choices and develop meaningful relationships.
- **High expectations for every learner** - We maintain ambitious expectations for every pupil regardless of their learning profile, communication needs or disability. Learning is personalised to provide appropriate challenge, celebrate achievement and enable continuous progress across academic, social, emotional and life skills.
- **Specialist provision removes barriers** - Through BridgeWorks Structured Teaching, personalised curriculum pathways, therapeutic interventions and evidence-informed practice, we create structured, accessible learning environments that enable pupils to succeed. We adapt the environment to meet the learner, recognising that it is our responsibility to remove barriers to learning rather than expecting pupils to adapt to the curriculum.
- **Positive relationships enable success** - Strong relationships between pupils, families and professionals are central to effective SEND provision. We work collaboratively with parents, carers,

therapists, health professionals and the Local Authority to ensure provision reflects each pupil's individual strengths, needs and aspirations.

- **Preparing for Adulthood begins from the start** - Preparing for Adulthood is embedded throughout every stage of a pupil's education. We seek to develop communication, independence, resilience, emotional wellbeing and the practical skills required for successful adult lives, ensuring that every pupil is supported to achieve the very best outcomes possible.

These principles are reflected throughout the school's curriculum, specialist teaching approaches, therapeutic provision and wider school community, ensuring that every decision made at Riverside Bridge School is centred on enabling pupils with SEND to thrive both during their education and beyond it.

Section 03

# LEGISLATIVE FRAMEWORK

Meeting our duties. Protecting rights. Ensuring equitable access.

This policy has been developed in accordance with current legislation, statutory guidance and best practice relating to Special Educational Needs and Disabilities (SEND). Riverside Bridge School is committed to fulfilling all statutory duties to ensure that pupils with SEND receive the specialist provision, support and opportunities necessary to achieve the best possible educational and life outcomes. This policy should be read alongside the statutory SEND Code of Practice (2015) and is informed by the following legislation and guidance:

- Children and Families Act 2014 (Part 3)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Public Sector Equality Duty (Section 149 of the Equality Act 2010)
- Education Act 1996
- Education Act 2002
- Children Act 1989 and 2004
- SEND Code of Practice: 0 to 25 years (2015)
- Working Together to Safeguard Children (2026)
- Keeping Children Safe in Education (current edition)
- School Admissions Code
- The Special Educational Needs and Disability (First-tier Tribunal Recommendations Power) Regulations 2017
- The Mental Capacity Act 2005 (where appropriate for post-16 pupils)

In implementing this policy, Riverside Bridge School will ensure that pupils with SEND are not disadvantaged because of their disability or additional needs and will make reasonable adjustments to enable equitable access to education, the curriculum, wider school life and opportunities that support Preparing for Adulthood. The school recognises that effective SEND provision is inseparable from safeguarding, inclusion, equality, attendance, health and wellbeing, and therefore adopts a whole-school approach in meeting the needs of every pupil. The Governing Board is responsible for ensuring that the school complies with its statutory duties relating to SEND and provides appropriate strategic oversight, challenge and assurance regarding the quality and effectiveness of provision. The Headteacher is responsible for ensuring that these statutory responsibilities are implemented consistently throughout the school and that specialist provision remains responsive to the changing needs of pupils and developments in legislation and guidance.

Section 04

# SPECIALIST PROVISION AT RIVERSIDE BRIDGE SCHOOL

Understanding the individual. Coordinating specialist support.

Riverside Bridge School is a specialist school for children and young people aged 4–19 with complex Special Educational Needs and Disabilities (SEND). Every pupil attending the school has an Education, Health and Care (EHC) Plan identifying the need for specialist provision. The school is commissioned by Local Authorities to deliver highly personalised education for pupils whose needs cannot ordinarily be met within mainstream provision.

Our pupils present with a wide range of strengths and needs, including severe and profound learning disabilities, autism, communication and interaction needs, sensory processing differences, physical disabilities, complex medical needs, social, emotional and mental health needs and multiple learning difficulties. Many pupils have needs across several areas of development requiring coordinated educational, therapeutic, healthcare and family support.

As a specialist setting, we recognise that no two pupils present with the same profile of need. Provision is therefore designed around the individual rather than a diagnosis. Assessment focuses on identifying strengths, barriers to learning, communication preferences, developmental stage and long-term aspirations so that personalised support can be planned and reviewed effectively.

Our specialist approach is underpinned by:

- personalised curriculum pathways matched to developmental need;
- BridgeWorks Structured Teaching to create predictable, accessible learning environments;
- the Bridging Communication Framework and Total Communication approaches;
- integrated Speech and Language Therapy, Occupational Therapy and other specialist services;
- Positive Support and Regulation approaches that promote emotional wellbeing and participation;
- evidence-informed teaching and assessment;
- collaborative partnership working with families and professionals;
- a continuous focus on communication, independence and Preparing for Adulthood.

We believe that successful SEND provision is achieved through understanding the whole child rather than focusing solely on identified needs. Our provision is therefore designed to remove barriers, promote participation and maximise each pupil's potential across learning, communication, independence, wellbeing and community participation.

Specialist education at Riverside Bridge School extends beyond the classroom. Therapeutic approaches, communication support, sensory regulation, personal development and preparing for adulthood are embedded throughout the school day, ensuring that pupils experience a consistent, holistic approach to learning that prepares them for the next stage of education and adult life.

Section 05

# CURRICULUM, LEARNING PATHWAYS AND SPECIALIST PRACTICE

Personalising learning. Building independence. Preparing for adulthood.

At Riverside Bridge School, the curriculum is designed to enable every pupil to communicate, participate, achieve and prepare successfully for adulthood. Our curriculum recognises that pupils with complex SEND learn in different ways and at different rates, and that meaningful progress is achieved through personalised learning, specialist teaching and therapeutic support.

Rather than expecting pupils to fit a predetermined curriculum, we adapt the curriculum to meet the developmental stage, communication profile, strengths and aspirations of each learner. High expectations are maintained for every pupil, with learning carefully planned to promote engagement, independence, emotional wellbeing and lifelong achievement.

**Curriculum pathways**

Provision is organised through four curriculum pathways, enabling pupils to access learning that is appropriately matched to their developmental profile whilst allowing flexibility as needs develop over time.

- **Flow 1a** supports pupils who are developing the earliest foundations of communication, regulation, engagement and learning. The curriculum focuses upon establishing trusting relationships, developing shared attention, building early communication, sensory exploration and creating predictable routines that enable pupils to feel secure and ready to learn. Learning is highly personalised and is delivered through carefully structured experiences that promote interaction, environmental awareness, emotional regulation and the earliest stages of independence.
- **Flow 1b** supports pupils who are beginning to develop symbolic understanding and greater independence whilst continuing to require significant structure and specialist support. Teaching builds communication, early literacy and numeracy concepts, social interaction, emotional regulation and functional independence through practical and meaningful learning experiences.
  Visual supports, structured teaching and consistent routines enable pupils to generalise learning across different contexts.
- **Flow 2** provides a semi-formal curriculum for pupils who are developing increasing independence, communication and problem-solving skills. Teaching places greater emphasis on applying learning across a range of contexts whilst maintaining the structure and specialist approaches required to support success. Pupils develop functional literacy, numeracy, communication, personal development and community participation alongside the skills required for increasing independence.

- **Flow 3** delivers an adapted formal curriculum aligned to the National Curriculum whilst maintaining appropriate specialist support. Pupils access a broad curriculum alongside accredited learning, life skills and Preparing for Adulthood opportunities that prepare them for further education, employment, independent living and participation within their communities.

Learning remains personalised and flexible, ensuring that achievement reflects each pupil's strengths, aspirations and individual outcomes.

**BridgeWorks structured teaching**

BridgeWorks is Riverside Bridge School's structured teaching framework and underpins practice across every classroom. It provides consistency, predictability and clarity by ensuring that pupils understand what they are learning, how learning is organised and what is expected of them.

Through structured environments, visual supports, work systems and carefully planned routines, BridgeWorks reduces anxiety, promotes independence and enables pupils to engage successfully with learning throughout the school day.

**Communication**

Communication is fundamental to learning, relationships and participation. Every pupil is supported through the Riverside Bridge School Bridging Communication Framework and a Total Communication approach that reflects their individual communication profile.

Specialist communication strategies may include:

- spoken language;
- Augmentative and Alternative Communication (AAC);
- signing systems;
- objects of reference;
- symbols and visual supports;
- communication books and technology;
- personalised communication environments.

Communication support is embedded throughout teaching, therapy and everyday interactions to ensure every pupil has meaningful opportunities to understand, express themselves, make choices and participate fully in school life.

**Therapeutic practice**

Therapeutic support is integrated into the daily life of the school rather than being viewed as a separate intervention. Teachers, co-educators and therapists work collaboratively to embed therapeutic strategies within classroom practice, ensuring pupils benefit from consistent approaches across all aspects of learning. Provision is informed by specialist assessment and may include Speech and Language Therapy

, Occupational Therapy, Educational Psychology, sensory regulation strategies, positive support planning and healthcare interventions where appropriate.

**Preparing for Adulthood**

Preparing for Adulthood is embedded throughout every curriculum pathway and is not limited to the secondary or post-16 phases. Opportunities to develop communication, independence, emotional regulation, self-advocacy, community participation and functional life skills are carefully planned from the earliest stages of education. As pupils progress through the school, learning increasingly reflects their aspirations and future destinations, ensuring they leave Riverside Bridge School equipped with the knowledge, skills and confidence to participate as fully as possible in adult life.

Section 06

# IDENTIFICATION, ASSESSMENT AND PLANNING PROVISION

Understanding strengths. Responding to change. Planning effectively.

Every pupil attending Riverside Bridge School has an Education, Health and Care (EHC) Plan identifying the need for specialist provision. Whilst the statutory identification of SEND has already taken place prior to admission, the school recognises that effective provision depends upon developing a detailed understanding of each pupil as an individual. Assessment therefore focuses on identifying strengths, developmental needs, communication preferences, barriers to learning and long-term aspirations in order to plan personalised provision that enables every pupil to thrive.

**Initial assessment**

Prior to admission, the school carefully considers all available information, including the Education, Health and Care Plan, professional reports, previous educational information and discussions with families and the Local Authority. Where appropriate, liaison takes place with the pupil's current setting and other professionals to support a successful transition into Riverside Bridge School.

Following admission, staff complete baseline assessments to establish each pupil's developmental profile, communication needs, curriculum pathway and any therapeutic, healthcare or environmental requirements that may influence learning and participation.

**Personalised planning**

Provision is personalised through a range of assessment and planning processes which ensure that teaching, communication and therapeutic support remain responsive to individual need.

These include:

- Education, Health and Care Plan outcomes;
- Development Profiles;
- Communication Profiles;
- curriculum pathway assessment;
- therapeutic assessments;
- healthcare plans, where appropriate;
- risk assessments;
- personalised learning targets.

Assessment is continuous and informs everyday teaching, ensuring that provision remains flexible and responsive as pupils develop.

**A graduated and collaborative approach**

Although Riverside Bridge School is a specialist setting, we recognise that pupils' needs continue to evolve throughout their education. Provision is therefore reviewed regularly to ensure that support remains proportionate, effective and appropriately matched to individual need.

Teachers, co-educators, therapists, healthcare staff and senior leaders work collaboratively to review progress, evaluate the impact of provision and identify any adjustments required. Families are recognised as key partners within this process and contribute to planning, review and decision-making.

Where additional barriers to learning, communication, participation or emotional regulation are identified, provision may be reviewed through the school's Communication, Participation and Regulation (CPR) processes to ensure that support is coordinated across education, therapy, healthcare and family services.

**Monitoring progress**

Progress is monitored continuously through classroom assessment, curriculum assessment, therapeutic review and ongoing professional observation. Evaluation considers the whole child, recognising progress across communication, emotional regulation, independence, social development, personal wellbeing and Preparing for Adulthood alongside academic achievement. Formal review takes place throughout the year through curriculum assessment, annual reviews of Education, Health and Care Plans, multi-disciplinary meetings and wider quality assurance processes. These reviews ensure that provision continues to meet each pupil's changing needs whilst maintaining ambitious expectations and high aspirations.

**Multi-agency working**

Many pupils require coordinated support from education, health and social care professionals. Riverside Bridge School works collaboratively with therapists, healthcare professionals, social care, the Local Authority and other specialist services to ensure that provision is joined up, evidence-informed and centred on the needs of the child or young person. Recommendations from external professionals are incorporated into classroom practice wherever appropriate, ensuring that specialist advice informs daily teaching, communication and therapeutic support rather than existing as separate interventions.

Section 07

# HIGH-QUALITY SPECIALIST PROVISION

Integrating expertise. Removing barriers. Supporting participation.

Riverside Bridge School provides highly personalised specialist provision that is responsive to each pupil's individual strengths, needs and aspirations. Provision is delivered through an integrated approach in which education, communication, therapeutic practice, healthcare and family partnership work together to remove barriers to learning and promote positive outcomes.

Support is not viewed as a series of isolated interventions. Instead, specialist strategies are embedded throughout the school day so that pupils experience consistent approaches across learning, communication, personal development, emotional wellbeing and preparing for adulthood.

**Specialist teaching**

High-quality teaching is the foundation of effective SEND provision. Lessons are carefully planned to reflect each pupil's developmental stage, communication profile and curriculum pathway, ensuring learning is appropriately challenging, meaningful and accessible.

Teachers use evidence-informed approaches to:

- provide structured and predictable learning environments;
- adapt teaching to meet individual needs;
- scaffold learning to promote independence;
- use visual supports and specialist resources effectively;
- promote communication throughout the curriculum;
- continuously assess learning to inform next steps.

Every member of staff shares responsibility for delivering high-quality specialist teaching and maintaining ambitious expectations for every learner.

**Communication**

Communication is embedded throughout every aspect of school life. All staff are responsible for creating communication-rich environments that enable pupils to understand, express themselves, make choices and develop meaningful relationships.

Communication support may include:

- Total Communication approaches;
- Augmentative and Alternative Communication (AAC);
- visual supports;
- objects of reference;

- signing systems;
- communication technology;
- Communication Profiles;
- personalised environmental adaptations.

Communication strategies are implemented consistently across classrooms, therapy sessions and wider school activities to maximise participation and independence.

**Therapeutic provision**

Therapeutic support is integrated within education and delivered through collaborative working between teachers, co-educators and specialist professionals.

Provision may include:

- Speech and Language Therapy;
- Occupational Therapy;
- Educational Psychology;
- sensory integration and regulation strategies;
- positive support planning;
- healthcare interventions;
- specialist advice from external professionals where appropriate.

Therapeutic recommendations are incorporated into everyday classroom practice wherever possible, ensuring pupils benefit from consistent specialist support throughout the school day.

**Emotional wellbeing and regulation**

Positive relationships, emotional wellbeing and effective regulation are fundamental to successful learning. The school promotes proactive approaches that seek to understand changes in communication, regulation, interaction and presentation and to identify underlying needs or barriers to participation. Staff work collaboratively to create calm, structured and predictable environments that promote emotional safety, confidence and resilience.

Where additional support is required, personalised regulation strategies and Positive Support approaches are implemented to help pupils participate successfully in learning and wider school life.

**Health, personal care and medical needs**

Many pupils require support with healthcare, personal care or medical needs as part of their daily education. The school works closely with families and healthcare professionals to ensure that appropriate care plans, risk assessments and procedures are implemented. Medical and personal care support is delivered with dignity, respect and sensitivity, promoting independence wherever possible whilst ensuring pupils remain safe and able to access learning.

**Family partnership**

Parents and carers are valued as essential partners in their child's education. Riverside Bridge School actively promotes collaborative working with families, recognising that shared understanding and consistent approaches contribute significantly to positive outcomes. Families are involved in:

- planning provision;
- reviewing progress;
- annual reviews;
- transition planning;
- therapeutic programmes where appropriate;
- wider school life.

Open communication and mutual respect underpin these partnerships, ensuring that provision remains centred on the individual child or young person.

**Preparing for Adulthood**

Preparing for Adulthood is embedded across all areas of specialist provision. Opportunities to develop communication, independence, self-advocacy, personal care, employability skills, community participation and healthy lifestyles are planned throughout every stage of a pupil's education. Provision is designed to help pupils develop the confidence, knowledge and practical skills required to participate as fully as possible in adult life. By maintaining high aspirations and personalised support, Riverside Bridge School enables every pupil to work towards meaningful and ambitious outcomes beyond school.

Section 08

# ROLES AND RESPONSIBILITIES

Sharing responsibility. Maintaining accountability. Delivering consistently.

Delivering high-quality specialist provision is a whole-school responsibility. Every member of staff contributes to ensuring that pupils with Special Educational Needs and Disabilities receive personalised, ambitious and inclusive education that enables them to communicate, participate and achieve.

**The Governing Board** has strategic responsibility for ensuring that Riverside Bridge School fulfils its statutory duties relating to Special Educational Needs and Disabilities. The Governing Board will:

- ensure the school complies with all relevant SEND legislation and statutory guidance;
- monitor the quality and effectiveness of SEND provision through governance and quality assurance processes;
- ensure appropriate resources are available to meet the needs of pupils;
- receive regular reports regarding pupil outcomes, provision and school improvement;
- promote equality of opportunity and accessibility for all pupils;
- provide appropriate challenge and support to school leaders to secure continuous improvement.

The Governing Board appoints a Governor with responsibility for SEND who provides strategic oversight and reports to the full Governing Board.

**The Headteacher** has overall responsibility for the strategic leadership and operational delivery of SEND provision throughout the school. The Headteacher will:

- ensure the school meets all statutory responsibilities relating to SEND;
- promote an inclusive culture of high expectations;
- ensure sufficient staffing, expertise and resources are available;
- oversee the quality of education and specialist provision;
- monitor outcomes for pupils;
- support continuous professional development for staff;
- ensure effective partnership working with families, governors, the Local Authority and external agencies.

**The Senior Leadership Team** is responsible for translating the school's vision into consistent, high-quality practice. Senior leaders will:

- monitor the quality and impact of teaching and learning;

- oversee curriculum pathways and specialist provision;
- co-ordinate therapeutic, positive support, regulation and communication approaches;
- ensure appropriate assessment, planning and review processes are implemented;
- monitor safeguarding, attendance, wellbeing and inclusion;
- support staff through coaching, professional development and quality assurance;
- evaluate the effectiveness of provision to inform school improvement.

**Teachers** have day-to-day responsibility for planning, delivering and evaluating high-quality specialist education for every pupil within their class. Teachers will:

- plan learning that reflects individual strengths, needs and aspirations;
- deliver ambitious, personalised teaching;
- implement BridgeWorks and the Bridging Communication Framework consistently;
- work collaboratively with co-educators, therapists and other professionals;
- monitor progress and adapt provision accordingly;
- contribute to Education, Health and Care Plan reviews;
- maintain effective communication with parents and carers.

**Co-educators** play a vital role in delivering specialist provision and promoting pupil independence. Working under the direction of teachers, co-educators will:

- implement personalised learning programmes;
- support communication, regulation and independence;
- encourage active participation throughout the school day;
- contribute observations to assessment and review processes;
- implement therapeutic and communication strategies consistently;
- promote pupils' wellbeing, safety and dignity at all times.

**Therapists, healthcare professionals and specialist practitioners** work collaboratively with education staff to ensure provision reflects each pupil's assessed needs. Specialist teams contribute through:

- assessment and advice;
- integrated therapeutic practice;
- modelling and coaching staff;
- developing personalised strategies;
- supporting Education, Health and Care Plan outcomes
- participating in multidisciplinary review and planning.

Where appropriate, recommendations are embedded within everyday classroom practice to maximise consistency and impact.

Section 09

# WORKING IN PARTNERSHIP WITH PUPILS, FAMILIES AND PROFESSIONALS

Listening carefully. Sharing expertise. Working together.

Riverside Bridge School recognises that the best outcomes for pupils with Special Educational Needs and Disabilities are achieved through strong partnerships between pupils, families, education staff, health professionals, the Local Authority and wider agencies. Effective communication, shared decision-making and mutual respect underpin all aspects of our practice.

**Working with pupils**

Every pupil has the right to have their views, wishes and feelings considered when decisions are made about their education and support. We recognise that pupils communicate in many different ways and are committed to ensuring that every individual has meaningful opportunities to express their preferences, make choices and influence decisions that affect them. Pupil voice may be gathered through:

- direct communication;
- Augmentative and Alternative Communication (AAC);
- symbols and visual supports;
- objects of reference;
- observation of communication, engagement, responses and preferences;
- structured pupil voice activities;
- contributions to Education, Health and Care Plan reviews.

The school recognises that meaningful participation may look different for every pupil and will use communication approaches that reflect individual strengths and needs.

**Working with parents and carers**

Parents and carers are valued as equal partners throughout their child's education. Their knowledge of their child is essential in developing a shared understanding of strengths, needs, aspirations and the support required to achieve positive outcomes. The school works collaboratively with parents and carers through:

- regular communication regarding progress and wellbeing;
- Education, Health and Care Plan Annual Reviews;
- review meetings and consultations;
- transition planning;
- home-school communication systems;

- parent workshops and engagement opportunities;
- opportunities to contribute to school improvement through consultation and feedback.

We encourage open, honest and respectful communication and aim to resolve concerns quickly through collaborative discussion wherever possible.

**Multi-agency partnership working**

Many pupils benefit from coordinated support across education, health and social care. Riverside Bridge School works closely with a wide range of professionals to ensure provision is coordinated, evidence-informed and centred upon the individual child or young person. Partnership working may include collaboration with:

- Local Authorities;
- Speech and Language Therapists;
- Occupational Therapists;
- Educational Psychologists;
- healthcare professionals;
- Children's Social Care;
- Child and Adolescent Mental Health Services (CAMHS);
- Family Support Services;
- specialist advisory services;
- post-16 providers and adult services where appropriate.

Recommendations from external professionals are incorporated into everyday teaching and specialist practice wherever appropriate to ensure consistency of support across all environments.

**Education, Health and Care Plan reviews**

The school works closely with families, the Local Authority and partner agencies to ensure that Education, Health and Care Plans remain accurate, person-centred and outcome-focused. Annual Reviews provide an opportunity to:

- celebrate progress and achievements;
- review outcomes and provision;
- consider changing needs;
- evaluate the effectiveness of support;
- identify future priorities;
- plan successfully for key transition points.

Where needs change significantly between Annual Reviews, the school will work proactively with families and relevant professionals to review provision and ensure appropriate support remains in place.

Questions or concerns about SEND provision should be raised at the earliest opportunity so that they can be considered collaboratively. Where a concern cannot be resolved informally, the arrangements set out in Section 12 - Complaints will apply

Section 10

# TRANSITION AND PREPARING FOR THE NEXT STAGE

Planning ahead. Building confidence. Preparing for change.

Riverside Bridge School recognises that periods of transition can be significant for pupils with Special Educational Needs and Disabilities and their families. Effective transition planning is therefore essential to promote continuity, reduce anxiety and ensure that appropriate support is in place before, during and after periods of change. Transition planning is individualised and begins at the earliest appropriate opportunity. It is informed by each pupil's strengths, needs, aspirations and long-term outcomes, with close collaboration between families, the Local Authority and partner agencies.

**Admission to Riverside Bridge School**

Admissions are managed in accordance with statutory guidance and the school's Admissions Policy. Riverside Bridge School is a specialist setting for pupils with an Education, Health and Care (EHC) Plan whose identified needs require specialist provision. Prior to admission, the school works closely with the Local Authority, families, previous educational settings and relevant professionals to develop a detailed understanding of each pupil's needs and to plan appropriate support. Where appropriate, transition activities, visits and information sharing are arranged to support a positive start at Riverside Bridge School. Admission decisions are made in accordance with relevant legislation and are based upon whether the school can meet the pupil's identified needs without being incompatible with the efficient education of other pupils or the efficient use of resources.

**Transition within school**

Transition is carefully planned whenever pupils move between classes, curriculum pathways, key stages or learning environments. Planning may include:

- enhanced information sharing between staff;
- visits to new classrooms and learning environments;
- personalised visual supports and social stories;
- opportunities to meet new adults;
- review of communication, healthcare and risk management arrangements;
- collaborative planning with families and therapists.

The level of transition support provided is determined by individual need and may be adapted to ensure that each pupil experiences change positively and successfully.

**Preparing for Adulthood**

Preparing for Adulthood is embedded throughout every stage of a pupil's education and is central to the school's curriculum. Planning reflects the four Preparing for Adulthood areas of Employment, Independent Living, Community Inclusion and Health, with opportunities personalised to each pupil's developmental stage and aspirations.

As pupils progress through Riverside Bridge School, increasing opportunities are provided to develop:

- communication and self-advocacy;
- independence and daily living skills;
- emotional wellbeing and resilience;
- community participation;
- travel awareness where appropriate;
- employability and work-related learning;
- healthy lifestyles and personal responsibility.

Preparing for Adulthood outcomes are reflected within Education, Health and Care Plan reviews and curriculum planning to ensure pupils are supported towards meaningful and ambitious futures.

**Post-16 and post-19 transition**

As pupils approach the end of their education, Riverside Bridge School works closely with families, the Local Authority and receiving providers to plan successful transitions into further education, adult social care, supported employment, community provision or other appropriate destinations. Transition planning includes:

- person-centred planning;
- careers education and guidance;
- transition reviews;
- visits to future placements;
- liaison with receiving providers;
- coordinated information sharing between agencies.

The school seeks to ensure that pupils leave Riverside Bridge School with the confidence, communication skills, independence and support necessary to participate as fully as possible in adult life.

**Partnership throughout transition**

Families remain central to all transition planning. The school recognises that transition affects the whole family and aims to provide timely information, reassurance and opportunities for collaborative planning throughout each stage of the process.

Where additional support is required, the school will work with partner agencies to ensure that transition arrangements are coordinated, person-centred and responsive to the individual needs of the pupil.

Section 11

# MONITORING, QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

Evaluating impact. Strengthening practice. Driving improvement.

Riverside Bridge School is committed to continually improving the quality, effectiveness and impact of its specialist provision. The school maintains robust systems for monitoring pupil outcomes, evaluating provision and assuring the quality of teaching, therapeutic practice and wider support to ensure that every pupil receives the highest standard of education. Quality assurance is viewed as an ongoing process that informs professional development, curriculum development and whole-school improvement. Evidence gathered through monitoring is used to celebrate effective practice, identify priorities for development and ensure that provision remains responsive to the changing needs of pupils.

**Monitoring pupils' progress**

The progress of every pupil is monitored throughout the academic year using a range of assessment information, professional observations and evidence of learning.

Evaluation considers progress across the whole child, including:

- communication and interaction;
- cognition and learning;
- emotional wellbeing and regulation;
- personal, social and independence skills;
- Preparing for Adulthood outcomes;
- attendance, engagement and participation;
- progress towards Education, Health and Care Plan outcomes.

Progress is considered in relation to each pupil's individual starting point, recognising that meaningful achievement may be demonstrated in a wide variety of ways.

**Evaluating provision**

The school regularly evaluates the effectiveness of specialist provision through a range of quality assurance activities. These may include:

- lesson visits and learning walks;
- curriculum monitoring;
- BridgeWorks implementation reviews;
- assessment moderation;
- Education, Health and Care Plan Annual Reviews;

- Communication, Participation and Regulation (CPR) reviews;
- therapy evaluations;
- safeguarding and wellbeing monitoring;
- attendance analysis;
- pupil voice;
- parent and carer feedback;
- governor monitoring.

Evaluation focuses on identifying the impact of provision on pupil outcomes and ensuring that resources are used effectively to meet individual needs.

**Professional development**

Maintaining a highly skilled workforce is fundamental to delivering outstanding specialist education.

All staff receive induction, mandatory training and ongoing professional development appropriate to their role. Training reflects both statutory requirements and the specialist knowledge required to support pupils with complex SEND. Professional development may include:

- BridgeWorks Structured Teaching;
- communication approaches and AAC;
- autism education;
- positive support and regulation;
- safeguarding;
- medical needs and healthcare procedures;
- moving and handling;
- sensory processing and regulation;
- therapeutic approaches;
- curriculum development.

Leaders evaluate the impact of professional development through quality assurance activities to ensure that training translates into consistently high-quality classroom practice.

**School improvement**

Information gathered through monitoring and evaluation contributes directly to the school's continuous improvement processes. Findings inform:

- the School Development Plan;
- curriculum review;
- workforce development;
- resource allocation;
- policy review;
- governance reporting;
- strategic planning.

The school is committed to reflecting upon its practice, responding to emerging evidence and continually strengthening the quality of specialist provision for every pupil.

This policy will be reviewed annually, or sooner where changes in legislation, statutory guidance or school practice require amendment.

The Governing Board is responsible for approving the policy and receiving assurance that it continues to reflect statutory requirements and the specialist provision delivered at Riverside Bridge School.

Section 12

# COMPLAINTS

Listening to concerns. Resolving fairly. Learning from feedback.

Riverside Bridge School is committed to working collaboratively with pupils, parents, carers and partner agencies to resolve concerns promptly, fairly and constructively. We recognise that open communication and positive relationships are fundamental to effective partnership working and aim to address concerns at the earliest possible stage.

Parents and carers who have concerns regarding SEND provision are encouraged to discuss these initially with the class teacher or an appropriate member of the Senior Leadership Team. Most concerns can be resolved informally through discussion, clarification and collaborative planning.

Where concerns cannot be resolved informally, they will be managed in accordance with the school's Complaints Policy, which sets out the formal stages of the complaints process and the arrangements for independent consideration where appropriate.

Parents and carers also have the right to seek advice and support from the Local Authority, SEND Information, Advice and Support Services (SENDIASS), mediation services or other independent organisations where appropriate.

Where a complaint relates to disability discrimination, parents and carers may have the right to pursue the matter through the First-tier Tribunal (Special Educational Needs and Disability) in accordance with the Equality Act 2010.

The school values feedback and uses concerns and complaints as opportunities to reflect upon practice and strengthen the quality of specialist provision.

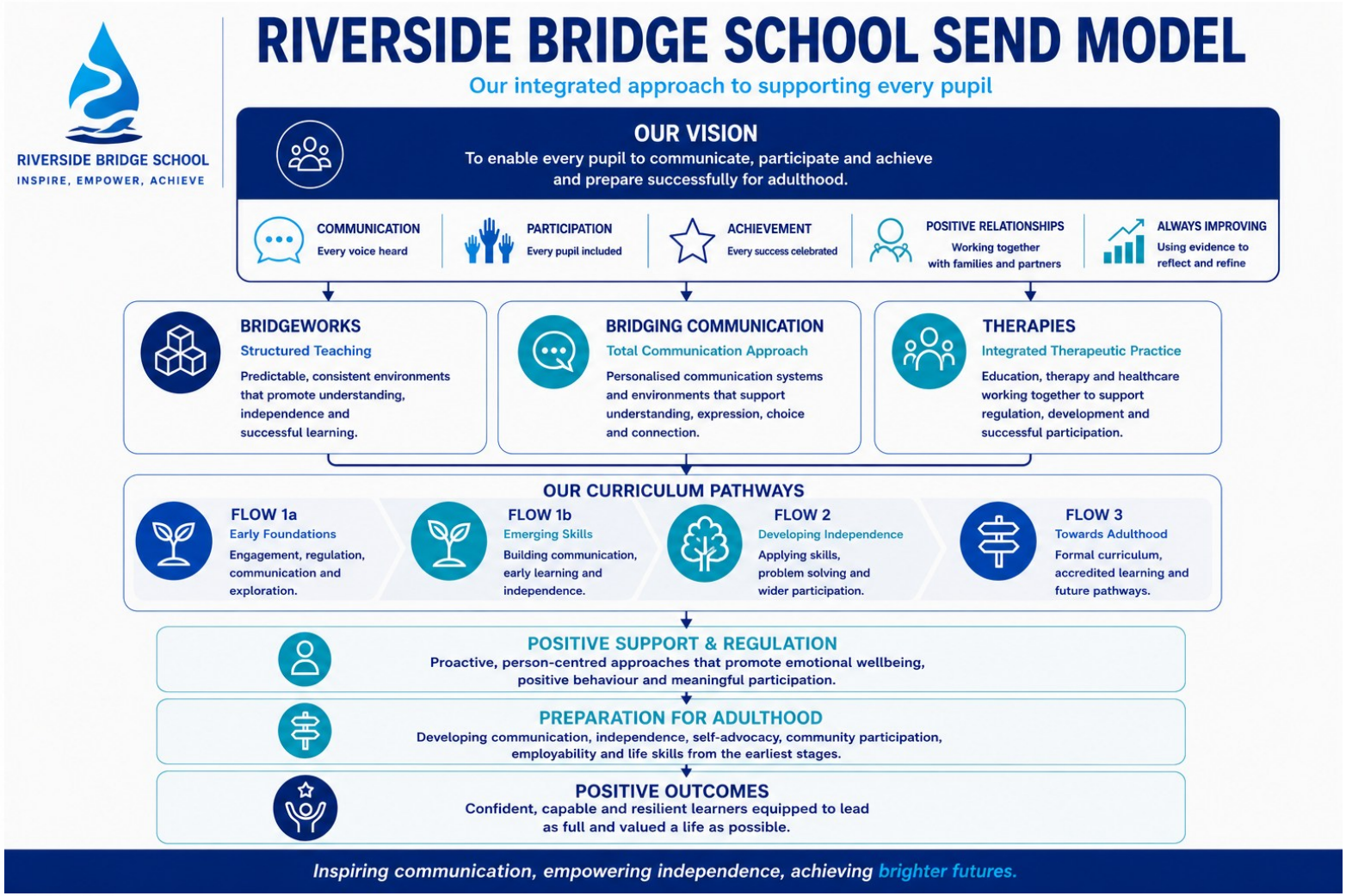
Section 13

# RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

This policy should be read alongside the following policies and documents, which together form Riverside Bridge School's framework for supporting pupils with Special Educational Needs and Disabilities:

- Accessibility Plan
- Accessibility Statement
- Admissions Policy
- Attendance Policy
- Curriculum Policy
- Positive Support Policy
- BridgeWorks Structured Teaching Policy
- Total Communication Policy
- Safeguarding and Child Protection Policy
- Educational Visits Policy
- Equality, Diversity, Equity and Inclusion Policy
- Equality Information and Objectives
- First Aid Policy
- Intimate Care Policy
- Medical Needs, Medication and Allergy Safety Policy
- Positive Support Policy
- Risk Assessment Policy
- SEND Information Report


RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE
RIVERSIDE BRIDGE SCHOOL SEND MODEL
Our integrated approach to supporting every pupil
OUR VISION
To enable every pupil to communicate, participate and achieve and prepare successfully for adulthood.
COMMUNICATION
Every voice heard
PARTICIPATION
Every pupil included
ACHIEVEMENT
Every success celebrated
POSITIVE RELATIONSHIPS
Working together with families and partners
ALWAYS IMPROVING
Using evidence to reflect and refine
BRIDGEWORKS
Structured Teaching
Predictable, consistent environments that promote understanding, independence and successful learning.
BRIDGING COMMUNICATION
Total Communication Approach
Personalised communication systems and environments that support understanding, expression, choice and connection.
THERAPIES
Integrated Therapeutic Practice
Education, therapy and healthcare working together to support regulation, development and successful participation.
OUR CURRICULUM PATHWAYS
FLOW 1a
Early Foundations
Engagement, regulation, communication and exploration.
FLOW 1b
Emerging Skills
Building communication, early learning and independence.
FLOW 2
Developing Independence
Applying skills, problem solving and wider participation.
FLOW 3
Towards Adulthood
Formal curriculum, accredited learning and future pathways.
POSITIVE SUPPORT & REGULATION
Proactive, person-centred approaches that promote emotional wellbeing, positive behaviour and meaningful participation.
PREPARATION FOR ADULTHOOD
Developing communication, independence, self-advocacy, community participation, employability and life skills from the earliest stages.
POSITIVE OUTCOMES
Confident, capable and resilient learners equipped to lead as full and valued a life as possible.
Inspiring communication, empowering independence, achieving brighter futures.