



SEN Information Report

Last Reviewed: June 2025

Next Review: June 2026

SEN Information Report

At Riverside Primary School we share a commitment towards the provision of inclusive education as articulated in the SEN and Disability Act 2001, the Children and Families Act 2014 and the SEN Code of Practice 2014.

We ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our children including those with SEN and/or disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

New admissions and mid-phase admissions for pupils with SEND are allocated through the Admissions team at LBBD. This is in line with the borough's fair access policy.

We currently have no physically disabled pupils at Riverside Primary School. However, should the need arise, all entrances to the building have no steps which enables physically disabled pupils to ensure easy accessibility to the building. Pupils with potential SEND are observed in lessons and referrals made to outside agencies where appropriate to ensure early interventions are put in place. As we have already seen at Riverside Primary School, the impact of early intervention can already be seen in our pupils as they have been able to gain access to the curriculum with support and are quickly becoming independent learners.

This SEN report should be considered along with the following policies, which will provide further information and which can be viewed on the school website:

- Inclusion Policy
- Accessibility Plan
- Behaviour and Engagement Policy
- Complaints Policy
- Educational Visits Policy
- Mid-Phase Admissions Policy
- Looked After Children Policy
- Public Sector Equality Policy
- Anti-Bullying Policy

Reference should also be made to the Authority's 'Local Offer' <https://localoffer.lbbd.gov.uk/>

Summary of SEND Provision			
	Universal	Targeted	Specialist
	All Pupils	Pupils with Additional Needs	Pupils with Complex or Significant Needs
Communication and Interaction Needs	Individual targets Episodic teaching Structured class routines Reading Programme Assessment for Learning Talk Partner Strategies IT support Visual support Phonics programme	As 'Universal' and: Appropriate assessments Small group teaching Access to additional learning aids/equipment Increased visual aids Individual Education Plan Access to additional parent support	As 'Universal' and 'Targeted' and: Input from the School Speech and Language Specialist Flexible teaching/learning arrangements Work station Assessment from Specialist Agencies Input from Specialist Agencies Tailored Support Programme Use of PECs, core boards or Makaton. Home/School communication booklet Access to appropriate holiday activities
Cognition and Learning Needs	Individual targets Structured class routines Adapted teaching Reading Programme	As 'Universal' and: Appropriate assessments Small group working	As 'Universal' and 'Targeted' and: Input from the SENDCo Referral to CAMHs Additional adult support

	Assessment for Learning Talk Partner Strategies IT support Visual support	Access to additional learning aids/equipment Increased visual aids Individual Education Plan Access to SENDCo support Access to additional parent support	Visual Timetables Flexible teaching/learning arrangements Work station Assessment from Specialist Agencies Input from Specialist Agencies Tailored Support Programme Home/School communication booklet Possible referral for EHC Referral for CAF Access to appropriate holiday activities
Social, Emotional and Mental Health Needs	Individual targets Structured class routines Adaptive curriculum Whole School Behaviour Policy Celebration Assemblies Visual support Star of the Week Box of worries	As 'Universal' and: Appropriate assessments Social Skills Group Communication cards Behaviour Report Referral to CAMHs Increased adult support Alternative lunch Risk assessment	As 'Universal' and 'Targeted' and: Flexible teaching/learning arrangements Assessment from Specialist Agencies Input from Specialist Agencies Tailored Support Programme Behaviour Plan Pastoral Support Plan

	Student ambassadors	Access to SENDCo Meet and Greet Structured transitions Structured lunch groups Access to additional parent support	Referral to alternative provision Referral to specialist school Home/School communication booklet Possible referral for EHC Referral to parenting programme Access to appropriate holiday activities
Sensory and/or Physical Needs	Access arrangements Disabled toilet Quiet classroom for sensory activities Educational aides, such as pencil grippers	As 'Universal' and: Care Plan Risk Assessment Other reasonable adjustments Access to SENDCo Access to School Nurse/Health Visitor	As 'Universal' and 'Targeted' and: Administration of injections/medications Alternative feeding methods Care of e.g. Stoma bags Specialist equipment Home/School communication booklet Individual transport arrangements if necessary Access to appropriate holiday activities Possible referral for EHC Referral for CAF

What types of SEND do we provide for?	Riverside Primary School are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need(s) and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.
Who are the best people to talk to in this school about children with SEND? • Class Teacher: Via primary email • The SENDCo/Social Inclusion Officer: Via school email primary@riverside.bardaglea.org.uk	They are responsible for: • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet pupil's individual needs. • Checking on the progress of pupils, identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. • Ensuring that all staff working with pupils in school are supported in delivering the planned work/programme for each child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. They are responsible for: Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Ensuring that parents are: • involved in supporting children's learning • kept informed about the support their child is getting • involved in reviewing how their child is doing • part of planning ahead • liaising with all the other people who may be coming into school to help support their child's learning

- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of pupil's progress and needs.
- Ensuring that all members of staff working with pupils in school are aware of your children's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- To provide specialist support for teachers and support staff in the school so they can help pupils (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting class teachers to write Individual Education Plans.
- Organising training for staff so they are aware and confident about how to meet the needs of pupils within our school.

A Teaching Assistant may be allocated to a classroom to support those with special educational needs and/or disabilities and whilst they take a very valuable role in children's education, we would prefer that questions regarding pupils learning and progress are directed in the first instance to the staff members named above.

Of course, as a school we welcome daily dialogue between parents and TA's on how a child's day has been and we do actively encourage this continued feedback.

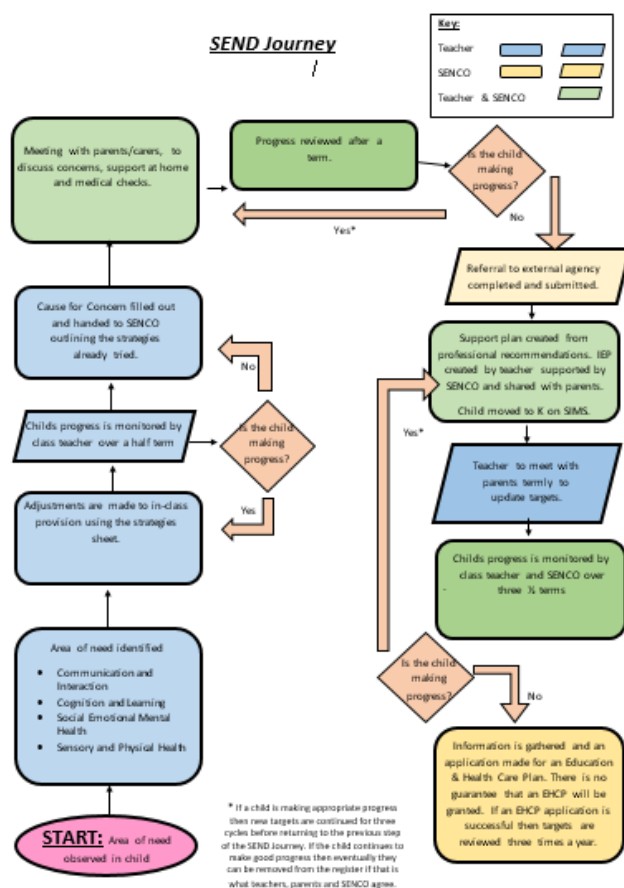
- **Teaching Assistant:**

They are responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. They will give responsibility to the SENDCo and class teachers, but are still responsible for ensuring that all children's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Appropriate support and provision is then implemented and impact is reviewed.

This process is outlined in the diagram below.



What is our approach to teaching pupils with SEN?

Class Teachers plan lessons according to the specific needs of all groups of pupils in their class, and will ensure that learning is adapted in order to enable your child to access their learning as independently as possible.

- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How do we adapt the curriculum and learning environment for pupils with SEN?

- Small group support from an additional adult or specialists

	• Support in the classroom from an additional adult to facilitate access • Lessons are taught using the 'I, we, you' method to promote independence. • Use of specialised equipment • Use of personalised equipment • 'Work stations' and visual timetables to personalise the provision • Prompt and reminder cards for organisational purposes • Pre-teaching of strategies and vocabulary • Classroom and table-top displays to help support and promote children's independence
How do we enable children with SEND to engage with their peers?	The class teacher will: • Provide opportunities for partner and group work in mixed ability groupings. • Ensure that children have roles within the group task to involve all. • Ensure that activities are accessible to all using a scaffolding approach. • PSHE lessons to respect differences. • Peer assessment of work.
How is extra support allocated to children and how do they move between the different levels?	The school budget includes money for supporting children with SEN. • The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. • The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including: - the pupils getting extra support already - the pupils needing extra support - the pupils who have been identified as not making as much progress as would be expected

	They then decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed.
How do we consult parents of pupils with SEND and involve them in their child's education?	Riverside Primary School promotes a very accessible view to parents. Parents are very much welcomed into school and encouraged to be involved in their child's school life. At Riverside Primary School, we offer the following: • Coffee Mornings take place each month led by the Social Inclusion Officer and other outside agencies. • Reading mornings take place weekly where parents can share a book with their child. • Lesson drop ins, book looks, assemblies, celebration events are planned throughout the year for parent engagement. • Parent's evenings in Autumn and Summer term enable parents to discuss progress and develop their knowledge of their child's learning/progress. • Termly SEND meetings are implemented for Pupils identified with SEND, this is an opportunity to share information and work collaboratively to improve individual's progress. • Person Centred Reviews are conducted annually for these pupils, where the pupil, parents and all professionals are able to contribute to developing an individualised program. • Parents are invited to review and update Healthcare Plans for children with physical difficulties or medical needs. • Parents are invited in to discuss and review IEP's
How do we involve SEND pupils in their education?	• Pupils are included in the annual review process. • Pupils have opportunity to self-assess their learning and progress. • Pupils share their views through pupil voice. • Pupils can be ambassadors. Ambassadors work with leaders to enhance the school community.
How do we access and review pupils' progress towards their outcomes?	Class teachers track pupil progress and the data is analysed by the Senior Leaders. • Pupils are tracked using formal tests and end of unit quizzes. • Teacher assessments and records of provision mapping. This data is maintained and monitored on the school computer systems.

	• Termly Progress Meetings where senior staff and the SENDCo meets teachers to discuss the progress of all children on formal testing/teacher, assessments/additional concerns. This ensures that the identification of pupils whom are working below or above National expectations or those that would benefit from specialised intervention groups can be appropriately provided for. The progress of pupils with SEND is further tracked: • Each of these pupils are placed on a provision map, through scrutinising of these, we are able to measure and ensure the effectiveness of tailored interventions. • Children that are working below the Early Years Curriculum are assessed using the engagement Model. • Children who are at an early stage of English are targeted, supported and monitored according to a programme of basic language skills.
How do we support pupils moving to our school and between different phases in education?	If a child has been identified with special needs and is allocated a place in our reception we will: • Invite family and child to visit the school to have a look around and speak to staff. • Suggest adaptations to the settling in period to help pupil to settle more easily. • Provide a transition booklet to support the child's knowledge of the school. Mid-term admissions begin with close liaison between both schools and an exchange of information with documentation. Riverside Primary School will discuss with previous school to plan for the transfer. An initial visit for the pupil and their family will take place this will include a tour of the school and introduction to key staff. A transition programme will be set up and implemented to ensure a positive start for the pupil. A gradual transfer may be agreed and implemented if the school deems it necessary. At Riverside Primary School we have a number of in school transition programs, these include: • Targeted transition groups

	• Identified handover consultations between professionals and teachers, new and old teachers and additional adults involved with the specific pupils • Observations of targeted vulnerable pupils in their current environment by new class teachers • 'All about me profile' produced by all pupils and teachers • Display of pupil's previous work in new classroom • Vulnerable pupils have the opportunity to meet their new teacher on several occasions Pupils are prepared for each new stage of their learning through carefully managed transition programmes. In preparation for secondary transfer all pupils visit their new school at least once. The School will liaise and exchange with the secondary school and prepare a transition program that is appropriate for the pupil's specific needs. This may result in weekly visits to the pupil's new school.
How do we support pupils preparing for adulthood?	Pupils with significant needs benefit from the school's practice of ongoing practice of life skills and preparation for adult life. The following key life skills are on offer at our school and are a permanent focus for these targeted pupils: • Cooking • Dressing • Hygiene • In addition to this, pupils are accompanied, under close supervision, on public transport and to local shops where they assist in transactions.
How do we support pupils with SEND improve their emotional and social development?	The emotional and social development of all our pupils is very important to us. • We have a robust Child Protection Policy in place which follows National guidelines • The Headteacher, Senior Management and all staff continually monitor the emotional and social development of all our pupils. • We follow the SEAL (Social and Emotional Aspects of Learning) programme in school. • We provide socially speaking and friendship groups for children who need support. • We have a worry box in all classrooms, in the main corridors on virtually. Which is regularly monitored.

How are the teachers in school helped to work with children a SEND and what training do they have?	• In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment. • The SENDCO, EMA Coordinator and Designated Teacher for LAC will regularly attend local network meetings • The SENDCo provides assistance to class teachers in supporting children with SEND. • Our SENDCo has gained the 'National Award for Special Educational Needs Co-ordination. • All our teachers hold Qualified Teacher Status. • The School provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. • Individual teachers and support staff attend training courses run by the SENDCo and outside agencies that are relevant to the needs of specific children in their class. • The School works in collaboration with Borough Inclusion advisors in developing the SEND knowledge of all staff.
What expertise and training does the school have to support pupils with SEND?	The School Team is well qualified and appropriately trained. We have a range of specialists within the school including: • Specialist Speech and Language support staff • Qualified Dyslexia teacher • Accredited SENDCo • ECAT specialist • Educational Psychologist • NHS Speech and Language therapist
How is school's physical environment accessible to Children and Young People with SEND?	• There is disabled and wheelchair access. • There is a disabled toilet. • We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs. • Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Education Authority SEND services. • Before and after school provision is accessible to all children including those with SEND.

	• All children, including children with SEND, can be members of the school council. • Extra- curricular activities are accessible for children with SEND. • School trips are accessible for children with SEND.
How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND	• As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. • Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity. • Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010. • All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in adapting the curriculum for vulnerable learners. When Year group leads monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive. • Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.
How do we involve organisations in meeting the needs of pupils with SEND and supporting their families?	The School has access to the following external agencies: • NHS: The Child Development Centre, The Developmental Advisory Clinic, Speech and Language Therapy Services, Occupational Therapy Services, Physiotherapy Services, Child and Family Consultation Service, Child and Adolescent Mental Health Services, School Nurse

	• From the Local Authority: Inclusion advisory Team. • The school have employed a private Educational Psychologist.
How do we evaluate the effectiveness of our SEND provision?	The School evaluates the effectiveness of the SEN provision through our self-evaluation document, parent and pupil voice. It is also evaluated through SEND reviews by both the Borough and independent advisors.
How do we handle complaints from parents of children with SEND about provision made at the school?	All complaints are dealt with in accordance with our Complaints Policy which can be found on our website or available on request at the School Office.
What support do we have for you as a parent of child with a SEN/and or disabilities?	We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. • The class teacher and SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • A home/school communication book may be used to support communication with you, when this has been agreed to be useful for you and your child. • If your child is undergoing statutory assessment you will also be supported by the Children's Services Inclusion advisers. They will ensure that you fully understand the process.