

# Special educational needs (SEN) information report

## Riverside School



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: <https://www.riversidecampus.com/secondary/wp-content/uploads/2023/11/SEND-policy-2023-review-June-2024.pdf>

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Director of Special Educational Needs



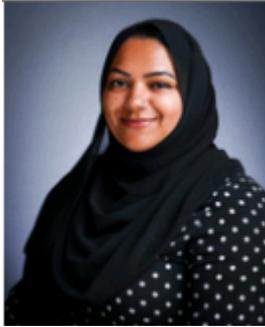
Our Director of Special Educational Needs is Kendra del Rio

Kendra has a vast amount of experience in this role and has worked as a Teaching Assistant, an English teacher, a Deputy SENDCo and a SENDCo. Kendra has recently been undertaking consultancy work for two other schools in the Partnership Learning Trust. Kendra is a Lead Facilitator for Challenge Partners SEND Reviews and a member of the British Psychological Society as an assessor for educational attainment and ability.

Kendra has completed The National SENDCo Award and has a first class honours degree in SEND and Inclusion.

## **SENDCos**

We currently have three SENDCos at Riverside School



**Nahin Chowdhury**

Nahin is a qualified maths teacher and is currently completing her NPQ for SENDCos.

Nahin has recently been awarded the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)

Nahin has involvement with Challenge Partners as a SEND Review participant.

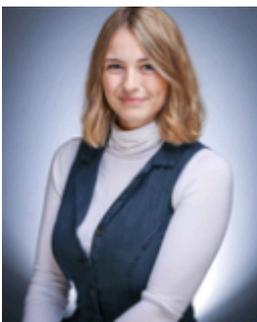


**Gemma Malley**

Gemma is a qualified science teacher, specialising in biology. She is currently completing her NPQ for SENDCos.

Gemma has recently been awarded the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)

Gemma has involvement with Challenge Partners as a SEND Review participant.



**Allannah Yates**

Allanah is a qualified history teacher. She is currently completing her NPQ for SENDCOs.

Allanah has recently been awarded the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)

Allanah has involvement with Challenge Partners as a SEND Review participant.

## **Assistant SENDCO**



Our Assistant SENDCO is Tracy Buchanan. Tracy has a wealth of experience working with children and young people with SEN and disability. Tracy is Riverside's Mental Health First Aider and a trained Thrive Practitioner. She also leads on medical provisions and is trained in managing diabetes, epilepsy, anaphylaxis and narcolepsy.

## **Subject teachers**

All of our teachers receive in-house SEND training, and are supported by the SENDCOs to meet the needs of pupils who have SEND.

## **Teaching assistants (TAs)**

We have a team of 5 TAs, including 1 Lead TA who are trained to deliver SEND provision.

All of our teaching assistants who are trained to deliver interventions such as:

Project X, Power of Two, Talkabout, Nine Steps to Handwriting

## **External agencies and experts**

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

## **3. What should I do if I think my child has SEN?**



If you think your child might have SEND, the first person you should tell is your child's head of year.

You can do this by leaving a brief message on the portal on the school website. They will pass the message on to our SEND Team, who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEND support, we will notify you and your child will be added to the school's SEND register.

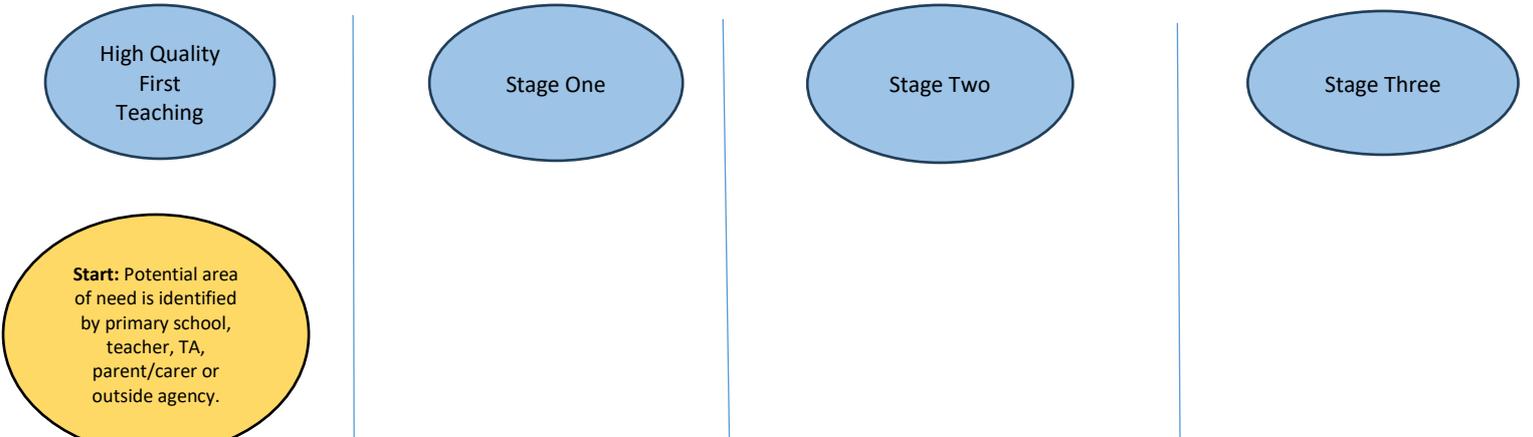
#### 4. How will the school know if my child needs SEN support?

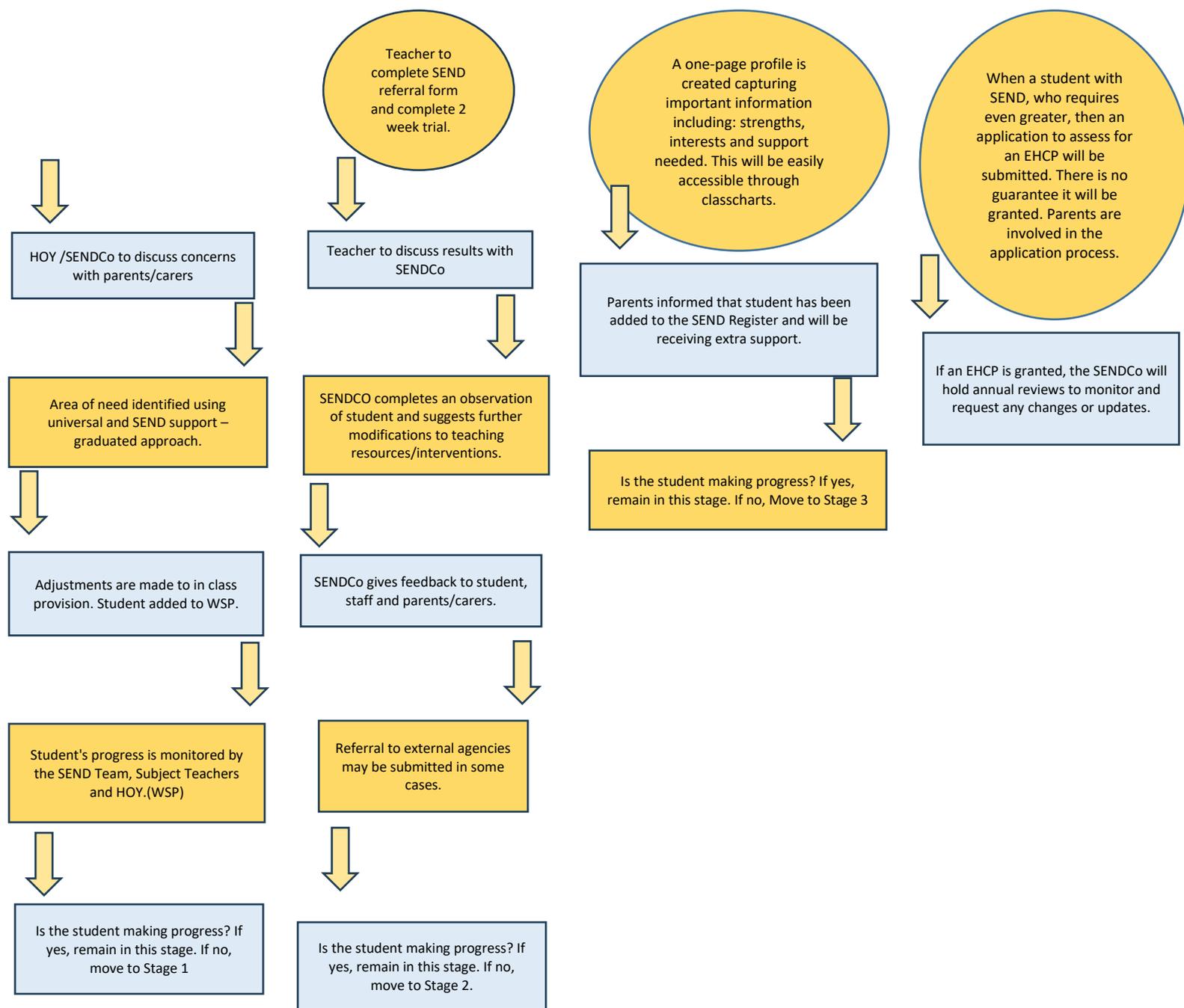
All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will begin the school SEND referral process.

### Riverside SEND IDENTIFICATION AND PROVISION PATHWAY Graduated Response: Assess, Plan, Do, Review



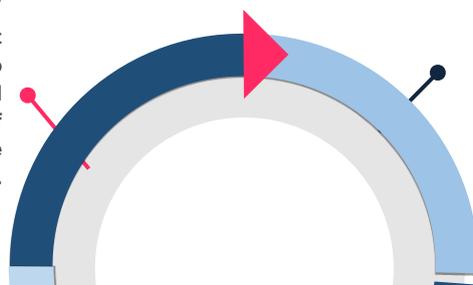


## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

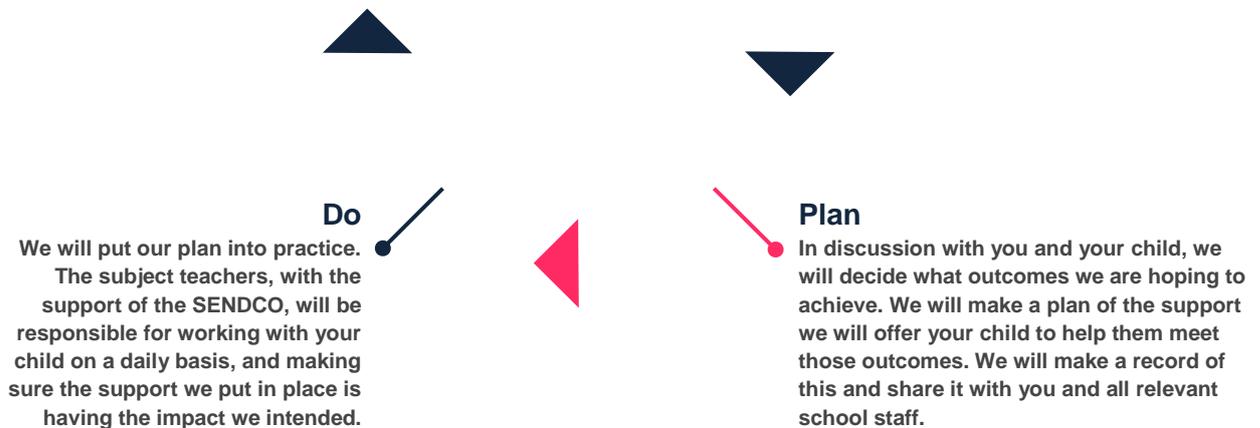
The graduated approach is a 4-part cycle of **assess, plan, do, review**.

**Review**  
We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.



### Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress. Your child's SENDCo will meet you at 3 points across the school year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's head of year through the portal on the school website.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Scaffolding our curriculum to make sure all pupils are able to access it,
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils within their subjects, promoting resilience and independence as well as giving academic support.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays

		Graphic organisers Boxed information
<b>Social, emotional and mental health</b>	ADHD, ADD	Check lists Now and Next boards Choice boards Standing desks Brain breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups Mentoring Counselling Mental Health First Aid
<b>Sensory and/or physical</b>	Hearing impairment	Advice taken from Hearing Impairment Advisory Teacher
	Visual impairment	Advice taken from Joseph Clarke Visual Impairment Centre
	Multi-sensory impairment	Ear defenders Low level lighting Silent transition between lessons Early lunch pass
	Physical impairment	Adjustable desks Standing Frames Walking Frames Disabled toilets EVAC chairs Accessible mini-bus Accessible lift Adapted equipment

These interventions are part of our contribution to LBBD's local offer.

## **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks and again at 12 weeks.
- Using pupil questionnaires
- Monitoring by the SEND Team
- Using provision maps to measure progress

- Holding an annual review (if they have an education, health and care (EHC) plan)

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips for the Duke of Edinburgh Award Scheme, Skiing, Football trips abroad etc.

All pupils are encouraged to take part in sports day/school plays/special workshops/work experience etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## **12. How does the school support pupils with disabilities?**

Information can be found in the Accessibility Plan on the school website.

## **13. How will the school support my child's mental health, and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
  - Pupils with SEND are also encouraged to be Form Ambassadors to promote teamwork/building friendships
  - We provide extra pastoral support for listening to the views of pupils with SEND by running drop in sessions with mentors, SENDCos and our Mental Health First Aider.
  - We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

## **14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

## **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

## **Between Phases**

The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We hold additional transition days for SEND pupils.

## **Moving to adulthood**

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

## **15. What support is in place for looked-after and previously looked-after children with SEND?**



Our dedicated teacher for looked after and previously looked after children is David Wylde.

David will work with The SEND Team, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## **16. What should I do if I have a complaint about my child's SEN support?**

Complaints about SEND provision in our school should be made to the Director of SEND in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Details can be found on the LBBB website.

## 17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the LBBB local offer. LBBB publishes information about the local offer on their website: <https://www.lbbd.gov.uk/children-young-people-and-families/local-offer>

## 18. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Adaptive teaching** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages