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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Date approved:	To be ratified by the governors Nov 2026
Review Frequency:	Every year
Date next review due:	November 2027
Scope of Policy:	This policy applies to all staff and students at Riverside School

1.0 Introduction

As with all our students, students with SEND are valued members of the school community and make a strong contribution to its success.

Riverside School complies with the Special Educational Needs Code of Practice.

Our policy outlined below shows the action we take to provide a secure and positive environment for students with SEND, in which all can achieve their full potential.

Our policy describes the responsibilities of our staff and the partnership we seek to establish with parents in providing a positive transition to Secondary education and a successful school experience for children with SEND, whether or not they have an Educational Health Care Plan (EHCP)

2.0 Basic information about Riverside School's SEND provision

2.1 Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority

(c) are under compulsory school age and fall within the definition at (a) or (b) above, or would so do if special educational provision was not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2.2 Objectives of the Governing Body in making provision for pupils with special educational needs

- At Riverside School we welcome students with special educational needs as part of our community and we will ensure that all students have an equal opportunity to engage in the curriculum.
- We will seek to maximise the achievement of all students with SEND.
- We recognise that we will need to consider the individual needs of students when planning our curriculum. We will provide a curriculum which is accessible to the individual needs of our. students.
- We recognise that some students will need additional support to ensure access to the whole curriculum. We will ensure that the needs of students are identified and assessed and we will provide appropriate support strategies. If additional specialist advice and support is necessary we will contact the appropriate external agencies.

2.3 How the governing body's policy for special educational needs will contribute towards meeting these objectives

The Governing Body will:

- Ensure that all students have access to a broad and balanced curriculum and additional support as necessary to ensure their progress
- Ensure all staff are responsible for supporting the achievements and well-being of students with SEND
- Provide a scaffolded curriculum to enable SEND students to access the same curriculum content as their peers.
- Ensure the identification of all students requiring SEND provision as early as possible in their school career
- Ensure that SEND students take as full a part as possible in all school activities
- Ensure that parents of SEND students are kept fully informed of their child's progress and attainment
- Ensure that SEND students are involved, where practicable, in all decisions affecting their future SEND provision
- Develop appropriate training for all staff so that they are all familiar with existing practices and new developments within SEND legislation
- Maintain effective links with local primary schools and external agencies

2.4 Responsibility for co-ordinating the day-to-day provision of education for pupils with special educational needs

The school's SEND Coordinator (SENDCO) is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs.

2.5 Arrangements for co-ordinating the day-to-day provision of education for students with special educational needs at the school.

The SENDCO has the following responsibilities:

- To establish an individual SEND record or profile for students with SEND
- To maintain and oversee all records for students with SEND
- To liaise with other staff about students' SEND
- To timetable extra support or resources for students with SEND
- To advise staff on adaptive teaching strategies for meeting students SEND needs
- To manage teaching assistants
- To liaise with parents of students with SEND
- To liaise with outside agencies such as LA support and educational psychology services, health and social services and voluntary bodies.
- To establish effective communication and reporting systems with Heads of Year and Heads of Department, Form Tutors and Subject Teachers to ensure that all information about students with SEND is up to date and recorded and that appropriate action is taken where required.

2.6 Admission arrangements for students with special educational needs who do not have an EHCP

- Riverside School will consider applications from parents of children who have SEND but no EHCP on the basis of the school's published admission criteria. Such children will be considered as part of the normal admissions criteria.
- The School will make every effort to meet the individual needs of a child with SEND.

2.7 Specialist SEND provision

Riverside School does not have any additionally-resourced specialist provision for any particular types of SEND. However, where individual specialist provision is needed the school will seek to buy in appropriate support services.

2.8 Facilities for students with special educational needs

- The school's accommodation will enable any student with SEND to access all rooms and facilities.
- All students with SEND will have easy access to computers and other learning resources, adapted as appropriate to individual need.
- Classrooms are large enough to give easy access for wheelchairs and enable students to use ICT either from desktop or handheld technology. Height-adjustable computer stations are available.
- Hearing loops and other audio technology will be made available to aid pupils with hearing impairment.
- Teaching materials will address suitable print size, colour and design where needed to aid visual accessibility. Large print and magnified computer screens will be made available for visually impaired students so that they can remain with their peers in most teaching environments.
- Students with dyslexia or dyspraxia will gain confidence through positive use of technology, for example to address spelling and presentation difficulties.
- Students with specific difficulties such as ADHD or autism will have access to quiet rooms in order to provide an appropriate working environment. A range of teaching spaces will be available to meet varied learning needs.

3.0 Identification and assessment of, and provision for, pupils with SEND

3.1 Resource allocation to and amongst students with SEND

Provision for students with SEND is resourced by appropriate and efficient allocation of funding received through a range of mechanisms, including designated SEND funding and the general school budget.

Decisions on the deployment of funding are taken by the SENDCo, with the agreement of the Senior Leadership Team.

3.2 How students with special educational needs are identified and their needs determined and reviewed

Riverside School has a well-designed process for early identification of SEND, for determining the specific needs of each pupil and for regularly reviewing these needs.

Details are set out in Appendix A below.

3.3 Arrangements for providing access by students with SEND to a balanced and broadly based curriculum

- Teachers' adaptation of planning and assessment means that individual students' needs are always met, lessons are inclusive so that all students participate and learn well. Teachers scaffold up (mastery approach).
- Teachers are aware of the needs of SEND students and show 'positive unconditional regard' for these learners. This is achieved building positive relationships and showing judicious patience and understanding.
- Individually tailored support and provision are accessed by SEND students to specifically meet their individual needs.
- All staff have high expectations of students with SEND and in turn the students have high aspirations for themselves.

Students identified as having SEND are, as far as is practicable, fully integrated into appropriate mainstream classes. However, additional provision and improved accessibility to specialised resources is made available as required and every effort is made to ensure full access to the school's broad and balanced curriculum.

The main methods for providing access by students with SEND to a balanced and broadly based curriculum are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers and teaching assistants as required.
- Creating a positive and supportive environment for all students without exception.
- Building an ongoing and holistic understanding of students and their needs.
- Ensuring all students have access to high quality teaching.
- Complementing high quality teaching with carefully selected and evidence based intervention.
- Working effectively with teaching assistants.

3.4 How students with SEND engage in activities together with students who do not have special educational needs

Riverside School values all its students equally. Those students with SEND are regarded at all times as full members of the community and their curriculum provision is inclusive. Students have full access to the school's environment, resources, staff and activities and the school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups.

Students with and without SEND are expected to participate equally as far as possible in all areas of school life, including extra-curricular and sporting activities.

3.5 How the governing body evaluates the success of the education which is provided at the school to students with SEND

Robust systems are in place for monitoring and review at Riverside School and SEND policy and practice is part of this on-going self-review process. This ensures that evidence is available to judge the success of identification and assessment; the provision made for students and how effective this is in terms of students making progress.

Parents, students, governors and other relevant bodies will have access as required to records which monitor progress and achievement.

Full use will be made of internal and external data relating to attainment and progress.

Riverside School's Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students.
- Ensuring that a Governor specialising in SEND issues is identified to inform Governors about all aspects involved with teaching and supporting SEND students.
- Ensuring that SEND students are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing SEND policy.

3.5 Arrangements made by the governing body relating to the treatment of complaints from parents of students with SEND concerning the provision made at the school

Riverside School has a complaints procedure, which may be used by parents of students with SEND concerning the provision made at the school.

Initially any concerns and complaints about SEND provision should be addressed to the SENDCO, who will respond by meeting with the parents/carers to discuss the situation. If this does not resolve the situation the matter should be raised with the Head of School. If the complainant is still not satisfied they should raise the matter with the SEND Governor. After this, the complaint should pass to the first level of the general complaints procedure.

4.0 Staffing policies and partnerships with bodies beyond the school

4.1 In-service training for staff in relation to SEND

Riverside School is committed to a programme of Continuous Professional Development for all its staff, teaching and support. In relation to SEND, the CPD programme has strands relating to individual, group and whole-staff training.

CPD for individuals includes training in the identification of SEND, management of appropriate provision and monitoring of outcomes for key individuals involved in the leadership and management of SEND provision, including:

- SENDCO
- Appropriate members of the Senior Leadership Team
- Designated SEND Governor

CPD for designated groups includes training in appropriate strategies for addressing SEND for groups including:

- Newly appointed staff as part of the new staff induction programme
- Emerging teachers, as part of the ECT induction programme
- Teaching assistants and other curriculum support staff

CPD for the whole staff includes training in:

- Awareness and understanding of the school's procedures for the identification and assessment of, and subsequent provision for, SEND students
- The responsibility all teachers have in making provision for SEND students.
- What exactly constitutes a "level of concern" and at which point school procedures should be activated.
- How to access information about students' SEND
- How to develop learning targets for SEND students.
- The range of strategies available to assist students with SEND to progress.
- Working with other professionals to ensure the progress of students with SEND.
- Developing constructive relationships with the parents of students with SEND.

4.2 The use made of teachers, facilities and services from outside the school, including links with support services for SEND, child health services, social services, educational welfare services and voluntary organisations

Riverside School recognises the important contribution that external support services make in assisting to identify, assess and provide for students with SEND.

When appropriate to the needs of the, students colleagues from a range of support services will be called upon to provide support, including:

- Medical Officers
- Educational Psychologists
- Speech Therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Child and Family Consultation Service
- Counsellors
- Voluntary sector organisations

4.3 The role played by the parents of students with SEND

Parents/carers of students with SEND know their children best and have a great deal to contribute. Their views and contributions are valued and they are listened to. Parents have a key role in supporting students with SEND.

Riverside School encourages a partnership approach and operates an 'open door' policy. Parents can approach the school whenever they have a concern and time will be made for them; scheduled meetings will be arranged for parents to meet and discuss their child's progress; opportunities will be available for parents/carers to come and work or observe their child in the school.

Parents will be made aware of the Local Authority Parent Partnership Service and Disagreement Resolution Service and are able to make use of these services if required.

4.4 Links with other schools and the provision made for transition of pupils with SEND between schools or between the school and the next stage of life or education

Riverside school works with Challenge Partners, an education charity, led by practitioners, through which schools collaborate to improve each other and the education system as a whole, so all children benefit.
In addition, Riverside school has strong links, across the borough, with secondary mainstream and additionally resourced provisions (ARPs).
Riverside School will ensure that all records have been transferred at points of transition either from Primary schools or from other schools both in and outside the Local Authority. Examples of useful information about the child include any detailed background information collated by the primary school SENDCO; copies of IEPs (or other similar working documents)

prepared in support of intervention through School Support; and any educational health care plans.

Riverside School's SENDCO will make personal contact with schools identifying students at transition with SEND. Personal contact will help to ensure that all relevant information is successfully passed on to the new school so that plans can be in place for the admission of a student with SEND, with or without an EHCP.

Riverside School will work closely with, students, parents, external agencies and the Careers Service to ensure that each pupil with SEND has a clear and sustainable progression route into education, training or employment when leaving the school at the age of 16, 17 or 18.

APPENDIX A

How students with SEND at Riverside School are identified and their needs determined and reviewed

1.0 How students are identified and monitored

At Riverside School a whole-school approach is adopted to SEND policy and practice. All teachers are responsible for identifying students with SEND and, in collaboration with the SENDCO, will ensure that those students requiring different or additional support are identified at an early stage.

1.1 Early Identification

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. Early identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress

For students with identified SEND at their Primary School, the SENDCO will:

- Use information from the Primary school to shape the student's curriculum and pastoral provision in the first few months
- Use evidence obtained by teacher observation/assessment and tracking
- Use performance in National Curriculum assessments judged against level descriptions
- Assess student progress in relation to Literacy and Numeracy targets
- Identify the student's skills as well as areas that require support
- Involve students in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

1.2 Assessment

Assessment is the process by which students with SEND can be

identified. Assessment tools to be utilised at Riverside School include:

- Screening/diagnostic tests such as the Lexia Lucid Rapid Assessment for Dyslexia
- Reports or observations from staff
- Half-termly internal assessments carried out on all pupils
- Records from previous schools

- Information from parents
- National Curriculum results
- External exam results
- Student portfolios

1.3 Monitoring

Riverside school will continuously measure each student's progress by referring to:

- Student progress against the targets (NC Levels or GCSE/Vocational grades) set by the school, using a system of half-termly assessments on all our students. These Tracking Assessments (1-5 per year) assess progress towards individual targets in each subject area. Every subject teacher is aware of the students with SEND.
- Issues raised by teachers
- Issues raised by parents

2.0 How provision for students with SEND is planned and organised

Students identified as having SEND are, as far as is practicable, fully integrated into appropriate mainstream classes. However, additional provision and improved accessibility to specialised resources is made available as required and every effort is made to ensure full access to the school's broad and balanced curriculum.

2.1 Interventions

Riverside School will advocate a graduated response to meeting pupils' needs in addition to being placed in an appropriate pathway. When they are identified as having SEND, the school will intervene through School Support and meeting the needs of EHC plans.

The SENDCO and subject teachers will review the approaches adopted. Where concerns remain despite sustained intervention the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Riverside School also recognises that parents have a right to request a Statutory Assessment.

The steps taken to meet students' individual needs will be recorded. The SENDCO will maintain the records and ensure appropriate access to them. In addition to the usual school records, the student's profile will include information from:

- Previous school/phases

- Parents
- Teachers regarding progress and behaviour
- Student's own perceptions of difficulties
- Health/social services
- Other agencies eg Careers Service

2.2 School Support

School Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Support intervention can be triggered through concern, supplemented by evidence that students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties
- Have sensory/physical problems
- Experience communication and/or interaction problems

If the School decides, after consultation with parents, that a student requires additional support, the SENDCO, in collaboration with teachers, will support the assessment of the student and have an input into future planning. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be consulted on, and closely informed of, the action and results.

2.2.1 Intervention for School Support

The SENDCO in collaboration with the subject teacher will decide the action required to help the student progress. Based on the results of assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning materials/special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Local Authority support services for advice on strategies, equipment, or staff training

2.3 Further School Support

Further School Support intervention will usually be triggered through continued concern, supplemented by evidence that a student:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting plan will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate the School may well require direct intervention/support from a specialist teacher or support worker.

2.4 Statutory Assessment

The School will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within School Support , the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

The following information will be available:

- The student's assessment data
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child

- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

2.4.1 EHC Plan

An Educational Health Care Plan will normally be provided where, after a Statutory Assessment, it is agreed that the child requires provision beyond that which the School can offer.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Shorter term targets, established through parental/student consultation and implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

2.4.2 Reviews of EHC Plans

EHC plans will be reviewed annually. The SENDCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher/s
- A representative of the Local Authority if required
- Any other person the Local Authority considers appropriate
- Any other person the SENDCO considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to personalised targets
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year