

Riverside Primary School Special Educational Needs and Disabilities Information Report

At Riverside, our vision is to be a school community where every child belongs, every dream is encouraged and every heart is inspired to succeed. We put HEART into our learning – we nurture Happiness and Empathy to grow a kind community, while building Ambition, Resilience and Teamwork to ensure every child reaches their full potential.

Riverside is recognised as a Flagship school through the Inclusion Quality Mark scheme.

What types of SEND does the school provide for?

Riverside is a mainstream primary school that incorporates two special resourced provisions: one for children who are visually impaired (VI) and one for children with Autism Spectrum Disorder (ASD). The VI Provision accepts children who have Education, Health and Care (EHC) Plans, who are registered blind or sight impaired. Several members of staff are trained to modify and adapt teaching materials and specialist equipment is available so that these children can be fully included in their classes as much as possible. Our ASD provision accepts children who have EHC Plans where Autism is their primary need. Members of staff benefit from a continuing programme of training developing their expertise in supporting children with ASD. The school also has a wide range of resources and interventions to support children within the provision. Admissions to the special provisions are made via referral from the Medway SEN Panel. The admissions criteria for the special provisions can be found on the school website.

It is important to note that we are a fully inclusive setting - both of our specialist provisions are intended to enable children to learn alongside their peers within mainstream classes of 30 or more children for the vast majority of the time. We do not place children in a separate 'unit' or educate them within small groups, other than to support their transition or when they are receiving specific interventions. We do not as a rule provide 1:1 support, but recognise that this may be necessary for some individuals on a short-term basis, or for part of the day, in line with their EHCP entitlements.

In addition to the special provisions, we also provide support in both the school and the nursery for mainstream children with a wide range of learning difficulties or disabilities, including diagnosed conditions such as ADHD, social, emotional and mental health needs, those with physical disabilities, medical needs or sensory processing differences.

All children at Riverside benefit from the additional resources that have been made available through the two specialist provisions and, more importantly, our children have developed an awareness of disability and appreciate that, with the right adaptations, their disabled friends can work alongside them and make good progress. We strive to ensure that no child with an additional need or disability is disadvantaged in any way when compared to their peers.

How does the school identify which children need extra support?

Children are identified as having Special Educational Needs and Disabilities in a variety of ways, which may include:

- ~ Concerns about a child's low attainment or slow progress
- ~ Concerns raised by a parent
- ~ Concerns raised by a member of staff
- ~ Medical diagnoses or formal assessments
- ~ Consultation with other professionals eg. an Educational Psychologist, Speech and Language

If you think your child may have a Special Educational Need or Disability, please contact the school. In the first instance it is usually best to speak to your child's class teacher, but you may also wish to contact Mrs Huggett, our Inclusion Manager, or Mrs Richardson, our Assistant SENCO. We will be open and honest with you, and let you know what steps we can all take to support your child. We will work with you at every stage, involving you and your child in the decisions made about how we can best assess their needs and support their learning.

How will the school support my child?

The type of support each child needs varies widely. For some children, careful adaptations by the class teacher and access to appropriate intervention programmes can be enough to enable them to make good progress. We have a wide range of equipment and resources which are designed to support children's physical and sensory needs, as well as supporting learning or behavioural needs and those arising from neurodiversity. However, if we feel that a more targeted approach is needed, we will discuss with you the interventions we think could help. The school follows the graduated approach of **Assess** (consider what the child's needs are), **Plan** (identify what support can be offered and how it will be delivered), **Do** (carry out the planned support) and **Review** (evaluate what has or has not worked for the child). If this approach is needed, it is likely that we will place your child on our SEND Register, and their support will be recorded on our class provision maps.

For children with a high level of need, requiring several interventions or more personalised support, we may work with you to complete a more detailed School-Based Plan, setting out what we will all do to help your child progress towards and meet their targets. Alternatively, your child may have a plan devised by a specialist, such as a Speech and Language Therapist. We may discuss your child with other professionals such as an Educational Psychologist, to consider which strategies or approaches to try. For children with the highest level of need, we may apply to the Local Authority for an Education, Health and Care needs assessment, with a view to securing an EHC Plan. If your child has an EHC Plan, they will have outcomes and targets which are set and reviewed at their Annual Review meeting, and the Local Authority will usually provide additional funding to the school to support us to deliver the required provision. At all stages, contributions are sought from the child themselves, parents, school, and other professionals as appropriate.

We are a 'Trauma-Informed' school and our policies reflect the principles of trauma-informed practice.

Your child's class teacher is responsible for planning for your child and overseeing their progress across the curriculum. Mrs Huggett and Mrs Richardson co-ordinate all of the support taking place in the school for every child who needs additional help, and liaise with the external agencies who work with us. They also oversee the different interventions we use and work with staff to assess and record progress made and evaluate how successful they are.

How accessible is the school environment?

Our Accessibility Plan is available on the school website. Key points include:

- ~ The ground floor of the building is wheelchair accessible and there are two lifts (one at each end of the building) to allow access to the first floor.
- ~ The building is adapted to make it easier for the Visually Impaired, with modifications like high contrast paintwork, continuous handrails and tactile mats to denote specific areas.
- ~ There are disabled toilets and an adapted changing room to facilitate personal care.
- ~ Sunshine Room and Starlight Room provide opportunities for sensory and movement activities, a quieter learning space, supported regulation and calming input.

How do teachers match the curriculum to children's needs?

As much as possible, children with SEND are fully included in the learning that takes place in their classes. Work in all subjects is planned and adapted carefully to ensure that the learning objectives and activities are suited to the different abilities and needs within the class. This may be on a group or individual basis as necessary. Assessment information is used to help teachers identify the next steps in learning for each child. Teachers will also consider the amount of adult support that a child receives in different lessons and what this support will entail. Adults may work with groups of children or with individuals if needed. We also provide a wide range of interventions to support children with their learning, physical development and social, emotional and behavioural needs.

Where necessary, we may make adaptations to the learning environment to support particular children, such as giving them an individual workstation within the classroom, or taking them to a separate room for some lessons or interventions. Our highly-skilled team of Teaching Assistants (TAs) work alongside the teaching staff to support the needs of children, both in class and when delivering specialist interventions.

How do you judge the effectiveness of the support received?

We hold termly Pupil Progress Meetings where the Senior Leadership Team and class teachers look at the progress and attainment data of all children and identify any issues or concerns. The targets of children with SEND are reviewed regularly, using class provision maps, children's individual plans where applicable and at Annual Review meetings for children with EHCPs. We look at how the child is progressing against their own personal targets as well as against national expectations. You and your child will be involved in reviewing targets and, where necessary, setting new ones. Mrs Huggett and Mrs Richardson evaluate the effectiveness of the different intervention programmes we offer and adapt them accordingly, taking advice from external professionals where appropriate.

If a child has made sufficient progress and no longer needs support that is additional to or different from their peers, they may be removed from the SEND register.

How will parents be involved and informed?

We believe that it is extremely important to work in partnership with parents in all aspects of their child's education. As described above, we will communicate with you on a regular basis and ensure you are involved in decisions made about the support your child is receiving, and we would ask you to be open and honest with us about any factors that may be affecting your child's learning or wellbeing. In addition to discussions that are specific to your child's SEND, you will be able to discuss their general progress at Parents Evenings and will receive an annual written report. For children with an EHC Plan, there will also be an Annual Review meeting, to which you will be invited to attend and contribute your views.

Support at home is an essential part of all children's education. Comments between school and home can be shared via our Class Dojo system or by calling the school. Your child's teacher, our Home School Support Worker, Wellbeing Coach, Mrs Huggett and Mrs Richardson can all offer advice about practical ways that you can help your child at home with a range of needs. Our termly Inclusion Newsletters will keep you informed about SEND information and strategies for supporting specific needs, and upcoming events such as parent workshops. You will have copies of any plans containing targets set for your child, and recommendations made by any external agencies will be shared with you so that strategies can be implemented at home and at school. If you wish to discuss your child's needs further, you are welcome to make an appointment at any time to meet with either the class teacher or Mrs Huggett/Mrs Richardson.

We also endeavour to involve the children themselves whenever decisions are made about their needs and the provision they receive, where appropriate. This may be through discussion with a trusted adult, inviting them to contribute their views in writing, or attending meetings. These approaches are tailored to the age and understanding of the child.

What about children's social and emotional wellbeing?

We are an inclusive school with a very caring, understanding ethos, and wellbeing is a priority. We welcome children from all backgrounds and with a diverse range of needs. All of our staff are trained in trauma-informed approaches. They are aware of our most vulnerable children and take great care to ensure that they are nurtured and supported at all times. We aim to include all children in the activities we offer, whether that be lessons, extra-curricular clubs, educational visits or special events.

We offer many opportunities for children to work and play together, establishing good relationships with each other and with the adults in the school, ensuring all children feel they have someone to talk to when they are worried or anxious about something. We extend this to further interventions, therapeutic work or counselling if required. We run interventions such as Lego therapy, which focuses on social skills, supporting children to develop their ability to communicate and collaborate with each other, and Drawing and Talking or Emotional Literacy support for those with wellbeing needs. We also provide opportunities for children to learn valuable life skills like cooking and gardening. We liaise with the Kent and Medway Mental Health Support Team and Emotional Support Team, who provide group support, workshops for pupils and parents and who can sometimes offer additional individualised support too. We run themed weeks every year which focus on aspects such as Anti-Bullying Week and Disability Awareness. Children with SEND are represented on the School Council and have opportunities to give their views on school issues.

Most importantly, we encourage the children themselves to be tolerant, caring and thoughtful towards others, to be mindful of the school's HEART values and to support each other when someone is finding things difficult.

How do you support children with transition?

With regard to our special provisions, we have a clear transition process detailed within our main SEND Policy. We endeavour to help children settle in quickly when moving to Riverside, to minimise anxiety and enable a smooth transition between schools.

For transitions within school (such as a new school year), we use strategies like social stories to help prepare children in particular for the upcoming change. Copies are given to home so that they can be revisited throughout holiday periods. Children have the opportunity to visit their new classroom and meet the class staff in advance of moving on. Children's current teachers and TAs meet with the staff of the receiving class to hand over information and share strategies and resources that have worked well for the child. For new entrants to Reception we have a standard transition offer, but may adapt this to take account of any additional needs – for example, a child may spend longer on a reduced timetable until they are ready to do full days in school.

When children are preparing to move on to secondary school, we work with the receiving schools to plan transition arrangements. Where necessary, we will set up an enhanced transition package to allow more time for the child to familiarise themselves with the new environment. We liaise closely with the staff there to ensure that they understand individual needs and pass on all relevant paperwork. If your child has an EHC Plan, we will invite a member of staff from the receiving school to their Year 6 Annual Review meeting.

What training do staff have to support all this?

Teaching and support staff receive regular training and professional development on a range of SEND, including knowledge of specific conditions, strategies to use with children who have various needs and other programmes relevant to their roles. Various members of staff hold accredited qualifications in conditions such as Autism. We work very closely with the VI Advisory Teachers from the Physical and Sensory Service, who visit the school each term and oversee the support received by our VI children. We also make use of outreach services provided through the local authority, and the school nursing team. Additional training is accessed through other agencies such as Educational Psychology or through external providers. Furthermore, we have several specialist members of staff who access training in their particular area of expertise, which may entail working alongside an accredited therapist.

We also work closely with partner agencies such as the Local Authority Social Care team and other support services and voluntary organisations, who offer their expertise and help us to meet the needs of children and their families.

How are the Local Governing Board involved and what are their responsibilities?

The Local Governing Board regularly monitor SEND provision within the school and the progress of children with SEND. The named member for SEND works with us to evaluate our SEND provision on an ongoing basis and plan for future development. The overall aim of the Governors is to ensure that all children have access to the support they need in order to make progress. Members are invited to attend training sessions and INSET with school staff to ensure their knowledge is up-to-date.

What if something goes wrong?

We would encourage all parents to contact us as soon as possible if they have any concerns about the support being provided for their child. The first port of call should always be the class teacher, but you may also wish to contact Mrs Huggett or Mrs Richardson. We will endeavour to rectify any problems and work with you to reach a mutually acceptable solution. However, if the parents of a child with SEND wish to make a formal complaint about the provision made at the school, the Complaints Policy for the Trust is available on our website with details the further stages of action to be taken.

Please look at the policies on the school and Trust websites, including the SEND Policy and Equality information, for further information about the ways we provide for SEND at Riverside. You can also access Medway Council's Local Offer through their website at https://www.medway.gov.uk/info/200307/special_educational_needs_and_disabilities_send_information_hub/831/about_medways_send_information_hub_local_offer

This also contains details of local support services available to parents of children with SEND.

Should you wish to learn more about either of our provisions, or about SEND in general, you are welcome to contact Mrs Huggett or Mrs Richardson at the school.