



Riverside Academy

Special Educational Needs and Disability Information Report 2021-2022

INTRODUCTION

Our SEND information report aims to provide a comprehensive overview of the school's approach to identifying and supporting pupils with Special Educational Needs and Disability (SEND), to ensure that these pupils make good progress and that any barriers to learning are recognized and removed as much as possible. Governing bodies of schools have a legal duty to publish a SEND Information Report on their website outlining the implementation of the governing body's policy for pupils with SEN. This information will be updated annually.

Key staff with responsibility for pupils with SEND (School SEND Team):

Mrs R. Payne: Head teacher

Mrs A. Kemp: Specialist Teacher from Specialist Teaching Service (STS) (SENCO)

Mr A Holley: Intervention Manager

Mrs J Bell: SEND Governor

To discuss any matters relating to SEND, please contact the school office to make an appointment on 01788 544096 or office@riverside-academy.org

On request, a paper copy of this document is available from the school office.

HOW DO WE IDENTIFY IF A PUPIL HAS SEN?

A pupil will be identified as having a SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example, social and emotional needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. All adults who work with children in school will be alert to emerging difficulties and respond early. School staff will communicate concerns to parents and carers and will be responsive to parents who express their own concerns.

WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SEN?

If parents have any concern regarding their child's progress or well-being, then please speak to the child's class teacher in the first instance or to Mr Holley.

WHAT KINDS OF SEN ARE PROVIDED FOR AT RIVERSIDE?

At Riverside support is available for children with identified SEN under the four areas of need as outlined in the SEND Code of Practice 2015.

1. Communication and interaction:

For example:

- Speech, language or communication needs (SLCN)
- Difficulties with making themselves understood
- Difficulties with understanding or using social rules of communication

2. Cognition and learning:

For example:

- **Moderate learning difficulties (MLD)** – children who learn at a slower pace than their peers, even with appropriate differentiation.
- **Severe learning difficulties (SLD)** – children who are likely to need support in all areas of the curriculum
- **Profound and multiple learning difficulties (PMLD)** – children are likely to have severe and complex learning difficulties as well as physical or sensory impairment.
- **Specific learning difficulties (SpLD)** – children who have specific difficulties in one aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

For example:

- children who display challenging, disrupting or disturbing behaviours as a result of social and emotional difficulties.
- Children with underlying mental health issues such as anxiety, depression self harming, eating disorders or attachment disorder

4. Sensory and/or Physical needs

For example:

- Children who have a disability which prevents or hinders them from making use of the educational facilities generally provided
- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Children with a physical disability (PD)

WHAT IS OUR APPROACH TO TEACHING CHILDREN WITH SEN?

At Riverside, we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through differentiated activities. Class teachers set high expectations for every pupil, regardless of their prior attainment or any SEN or disability.

Class teachers

Pupils with SEND work alongside their peers as much as possible. Class teachers are responsible for ensuring that all children have access to quality teaching and that the curriculum is adapted to meet your child's individual needs (known as Quality First Teaching).

Class teachers may adapt their teaching and the learning environment in a number of ways to ensure that SEND pupils are able to access the curriculum. For example:

- Providing additional practical or visual resources/prompts
- Increased use of praise/reward

- Adapting language used with certain pupils
- Planning additional support from Learning Support Assistants/Teaching Assistants
- Using peer-to-peer support
- Providing pupils with alternative ways of recording (ICT/voice recording/scribing)
- Pre-teaching certain concepts to ensure understanding
- Prior notice of new learning, different experiences or changes to normal routine.

Class teachers may direct support staff (Learning Support Assistants) to work with pupils with SEND, but the class teacher maintains overall responsibility for monitoring the progress and impact of any planned additional support.

Learning Support Assistants /Teaching Assistants

Teaching Assistant) are directed by the SENCO or class teachers to support pupils with SEND when it is felt that this will improve outcomes for the child/children. This could take the form of planned small group interventions (known as Targeted provision) or more specific one-to-one support (known as Higher needs provision). Both Targeted and Higher needs provision usually take place away from the main classroom. TAs may also work in the classrooms to maximize the impact on learning during the planned activities.

For pupils with very high or complex levels of SEND or disabilities, a TA may be directed to support an individual pupil for longer periods of the school day. However, the school aims for pupils to work as independently as possible and with a wide range of peers and adults so even pupils with such high levels of SEN or disabilities are included in classroom activities as much as possible.

Support from external agencies

If your child has been identified as needing more specialist input instead of or in addition to classroom teaching and Targeted and Higher needs intervention delivered in school, referrals are made to outside agencies who can support the school in enabling your child to make progress. The view and opinion of parents/carers would be sought at this time.

External agencies which the school can make referrals to include:

- Specialist Teaching Service (STS)
- Early Intervention Service (EIS)
- Education Psychologist
- Speech and Language Therapy Service (SALT)
- Integrated Disability Service (IDS)
- Child and Adult Mental Health Service (RISE)

Once a professional from an external agency is involved in supporting your child, they may work with your child and the school in a variety of ways, including: supporting your child in class, observing your child and producing reports and recommendations, working 1:1 with your child on a regular basis for a specific amount of time. Recommendations about support your child needs received from external agencies will always be discussed with the class teacher and built into the school's planned provision for your child.

HOW DOES THE SCHOOL MAINTAIN UP TO DATE SEN RECORDS?

SEN Support Register

All pupils with an identified SEND will be added to the school SEND Support Register and the school information management system (Arbor). This register contains basic SEND information, such as each pupil's category/categories of need. This is updated half-termly by the SENCO. All teaching and LSA staff have a copy of the SEND Support Register for the year groups in which they teach/support.

Individual Pupil SEND Support Records

Every pupil on the SEND Support Register has an individual SEND Support Record that is updated at least termly by the school's Specialist EIS Teacher and the SENCO. This includes more detailed information about the pupil, such as involvement of external agencies and curriculum access strategies. Copies of these are also given to class teachers and other adults working with the child.

Class Provision Maps

All pupils identified as having SEND will have targets written into the Class Provision Map by the class teacher every half term. The targets given will be measurable and will clearly identify how often the target will be addressed and by whom. The targets will be reviewed half termly and amended as necessary.

Class Provision Maps will outline all provision that a pupil with SEND is receiving for the duration of the Provision Map (half a term). This will be under three headings:

Quality First Teaching Provision:

- Provision that takes place within the classroom, that all adults need to be aware of
- Curriculum access strategies
- Adaptations to the classroom environment to support the pupil
- Access to specific resources to support the pupil

Targeted Provision:

- Provision that takes place within a small group usually outside of the classroom, usually led by a Learning Support Assistant
- Small group work includes support for reading/writing/maths interventions.

Higher needs Provision:

- Individual or 1:1 provision that is given to the child, usually outside the classroom, usually led by a Learning Support Assistant/Teaching Assistant
- E.g. 1:1 reading/writing/maths interventions
- E.g. individual support for behavior/social skills

All Targeted and Higher needs provision will be given as measurable targets, in order to ensure that class teachers are able to review progress towards outcomes.

Targeted and Higher needs Intervention Record Sheets

Any pupil receiving Targeted (small group) or Higher needs (one-to-one) support/ intervention will be recorded on half termly record sheets. These records detail specific measurable outcomes for each half term and are updated with progress information weekly. Overall responsibility for maintaining these records lies with the class teacher, but TAs delivering interventions will add to these on a weekly basis.

Pupil SEN Record Folders

Any pupil with SEND needing regular Higher needs (one-to-one or individual) provision will have a SEND Record Folder. Individual records for children receiving targeted provision are collated as a whole class folder.

HOW DOES THE SCHOOL MEASURE PROGRESS OF PUPILS WITH SEN?

Your child's progress is continually monitored by their class teacher. His/her progress within the National Curriculum for reading, writing and maths is reviewed formally every half term or sooner if appropriate and reported back to the Senior Leadership Team.

Class Provision Map targets for pupils with SEND are also reviewed half termly by the class teacher and amended accordingly. When reviewing targets on the Class Provision Map, class teachers will gather evidence of progress from a range of sources and may also enlist the advice of the supporting Teaching Assistant, External Agencies and/or the SENCO. Class teachers will also consult with

parents when reviewing progress and will inform parents of any additional support they can provide at home.

HOW DOES THE SCHOOL CONSULT WITH PARENTS OF PUPILS WITH SEN?

The concept of parents as partners is central to the SEN and Disability Code of Practice (2014) and is essential to ensuring that pupils achieve the best possible outcomes.

We will always have an early discussion with parents when identifying whether their child requires special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child and how parents and school can support the child to achieve them
- Everyone is clear on what the next steps are
- Notes from any early discussions will be recorded and given to parents and parents will be formally notified when it is decided that a pupil will receive SEN support.

Parents of pupils with SEND are encouraged to make informal arrangements with class teachers to discuss ongoing progress throughout the school year. This may include using a home-school diary to maintain ongoing communication.

Parents are signposted to Warwickshire SENDIAS service (Special Educational Needs and Disabilities Information and Advice Service) for impartial advice and information on matters relating to SEN.
<https://www.kids.org.uk/warwickshire-sendias-front-page>

At Riverside, we follow the graduated approach to SEND and the four-part cycle of **assess, plan, do, review**. As part of this graduated approach, parents are invited to attend termly review meetings, where they can discuss their child's progress towards their planned outcomes with their child's class teacher, the SENCO and outside agencies where appropriate. These meetings include discussion to identify new outcomes and suggestions for how the child can be supported at home.

Pupils also attend these meetings or contribute their views through a child friendly pro forma.

HOW DOES THE SCHOOL EVALUATE THE EFFECTIVENESS OF PROVISION FOR PUPILS WITH SEN?

Class teachers review Class Provision Maps half-termly and evaluate how successful specific interventions/programs of support have been in moving pupils towards specific outcomes. New outcomes are added to the Class Provision Map in light of this evaluation. Weekly monitoring of ongoing SEND provision by the SENCO and a Specialist Teacher from the Specialist Teaching Service also takes place, and provision may be adapted considering feedback from this monitoring. The SENCO maintains an overview of all provision for pupils with SEND and undertakes analysis of the impact of SEND provision half termly. Pupils themselves are asked to monitor their own learning and progress using strategies appropriate to their age and stage of learning. Termly reviews meetings are held with parents. Person Centered Annual Reviews are held for pupils with an EHCP.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions after 8-10 weeks
- Using pupil questionnaires
- Using parent questionnaires
- Monitoring by the SENCO and Intervention manager of classroom provision and the quality of intervention support

- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

HOW ARE SCHOOL STAFF TRAINED TO SUPPORT PUPILS WITH SEN?

Our named SENCO (Alison Kemp) has 10 years' experience in this role and has worked in primary schools for 29 years, including time as a class teacher and as a full time SENCO. She is allocated one day per week to manage SEND provision alongside the school's own Inclusion Manager (Andy Holley) who also a day per week allocated to the role. All staff are trained to deliver SEND provision. We use specialist staff for Precision Teaching, Rapid Maths, Phonics and ELS interventions.

Part of the SENCO's role is to identify any training staff may need in order to meet the needs of pupils with SEND. Staff training takes place in a variety of ways including:

- Staff sharing good practice with each other (e.g. during staff meetings/phase meetings)
- Staff working alongside one another to improve practice (mentoring)
- Advice/training from the Specialist Teaching Service (both planned opportunities and through staff 'drop-ins')
- Attending training courses run by the Local Authority, private providers and REACH2 Academy Trust.
- SENCO/EIS/External agencies leading staff meetings/LSA meetings on specific areas of SEND

HOW DOES THE SCHOOL DELIVER SUPPORT FOR PUPILS WITH EMOTIONAL, SOCIAL AND MENTAL HEALTH DIFFICULTIES?

Whole school approach

The school uses 'Rights and Responsibilities' to support the wellbeing of all children in school. These are agreed by the whole school and are revisited annually. All pupils are expected to follow the schools 'Rights and Responsibilities' and reinforcement of these values is applied consistently. All children are also introduced to the 'Taking Care Project' which teaches protective behaviours with a support network. Our ethos is to work in a positive learning climate where praise and celebration of all peers' achievement is part of the daily routine. However, it is recognized that this system may not work for all pupils, and particularly for pupils where there are underlying emotional or mental health difficulties. Some pupils are therefore given bespoke programs which cater more for their individual wellbeing.

Class teachers

Class teachers will adapt their teaching to ensure that the needs of pupils with any emotional, social or behavioural difficulties are catered for. This may include planning individual activities, adapting language, providing additional resources, allowing pupils learning breaks, specific responsibilities or introducing nurture-based activities to manage individual children's anxiety and wellbeing. Class teachers use the school's PHSE curriculum to develop behaviour and social skills with the whole class or with small groups as appropriate. It is the class teacher's responsibility to ensure that pupils with such difficulties make progress in line with their peers.

Learning Support Assistants /Teaching Assistants

Additional adults (TAs) may be used to deliver specific interventions for pupils with emotional, social or mental health difficulties. This could be in the form of Targeted (small group) support such as Social Skills groups or in the form of Higher needs (one-to-one) support such as specific emotional literacy programs. TAs may also be directed by class teachers to support pupils within the classroom or to contribute to any individual rewards and consequence programs.

Support from External Agencies

The school subscribes to Warwickshire Specialist Teaching Service and a Specialist Teacher visits

Riverside on one day each week, advising and supporting staff with planning provision for pupils with SEND, as well as meeting with parents and carrying out assessments of pupils when appropriate.

The school also subscribes to Warwickshire Educational Psychology Service and has a link EP who works closely with school to advise on provision for pupils with the highest level of need.

Other external agencies accessed by school to support children include:

Speech and Language Therapy

<https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/speech-and-language-therapy>

School Health Service - COMPASS

<https://www.compass-uk.org/services/warwickshire-school-health-wellbeing-service/>

Occupational Therapy

<https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy>

Integrated Disability Service for Complex Needs, Hearing Impairment, Visual Impairment and Physical Disabilities.

<https://www.warwickshire.gov.uk/directory-record/1202/integrated-disability-service>

RISE (Coventry and Warwickshire Child and Adolescent Mental Health Service)

<https://cwrise.com/>

Warwickshire Children's Services

<https://www.warwickshire.gov.uk/children-families>

Young Carers

<https://www.warwickshireyoungcarers.org.uk>

HOW HAVE WE MADE THE SCHOOL ACCESSIBLE TO PUPILS WITH SEN?

All children have access to Quality First Teaching in a Communication Friendly Environment which caters for different learning styles through the use of differentiated planning, resources and outcomes.

HOW DOES THE SCHOOL SUPPORT PUPILS WHEN THEY ARE LEAVING THIS SCHOOL?

We recognise that transition between year groups and between schools can be difficult for a child with SEN or disability and we take steps to ensure that any transition is as smooth as possible.

Transition to a new school

- We contact the school SENCO and discuss SEND arrangements or support that need to be made for your child
- If possible, we arrange additional visits to the new school (particularly when a child is moving from Year 6 to Year 7)
- We make sure that all records about your child are passed on as soon as possible and remain in contact with the receiving school if necessary.
- We will agree with parents and pupils which information will be shared as part of this.

Transition to a new class

- Information is passed on to the new class teacher in advance and a planning meeting will take place with the new teacher
- For some pupils, additional visits

WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT THE SCHOOL'S SEN PROVISION?

In all cases where a parent has concerns about an SEND matter, we would encourage them to contact the head teacher in the first instance. Parents may also write to the Chair of Governors. The school Complaints policy is available on request.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Further information is available on this link <https://www.warwickshire.gov.uk/send>