SEND Policy

Approved by:	Full Governing Body	**Date:**	September 2026
Last reviewed on:			
Next review due by:	September 2027		

Riverside School is a designated Special Primary School for children who have Moderate Learning Difficulties. Many pupils also have additional difficulties of varying complexity which have further impact on their learning needs.
Pupils are taught in small groups by staff with experience and expertise in facilitating the learning of young people with special educational needs and disabilities (SEND). This is done through a differentiated approach within a broad and challenging curriculum. Curriculum planning and pupil assessment are informed by the relevant DfE Guidance. A range of approaches and organisational strategies are employed in the classrooms according to the needs of the pupils. The Leadership Team oversees the provision in order to ensure that the identified needs of all pupils are met within the current Guidelines.
The Annual Review identifies targets for the coming year based upon the needs identified in the Education and Health Care Plan (EHCP). These are carried forward into the short-term objectives in the Individual Educational Plan (IEPs).
Staff participate in continuing professional development designed to ensure improved expertise across the workforce regarding the pupils we have in the school today.

We believe that…..

➢ All children have the right to learn, achieve and participate.
➢ All children have a right to access a broad, balanced and relevant curriculum, differentiated to meet differing needs and learning styles
➢ Some children benefit most from education in a specialist environment
➢ The philosophy of the SEN and Disability Act (2001) and the Disability Discrimination Act (2005) the Children and Families Act 2014 and the SEN Code of Practice should be applied as long as it is not detrimental to the entitlement of the children

➢ The term “special educational need and disabilities” covers a very wide range of need
We intend that our teaching will…….

➢ Value all children equally
➢ Enable children to be successful learners, responsible citizens, confident individuals
➢ Recognise the diversity of need and meet it through a relevant environment and curriculum
➢ Recognise the value of input from stake holders (pupils, parents, Governors, other professionals)
➢ Be used to assist mainstream and other special schools as appropriate
➢ Ensure that each pupil receives an education that meets their identified Special Educational Needs as set out on their EHCP
➢ To achieve equal opportunities for students within a community that celebrates and caters for diversity.

We will achieve this by……

➢ Producing an IEP to address specific needs for every pupil
➢ Ensuring all pupils with an EHCP have an annual review (2 if under 5)
➢ Providing staff with training, support and opportunities to share good practice
➢ Keeping Governors informed on matters of need, access and participation
➢ Working in partnership with parents/carers and other professionals in order to enable all young people to achieve their potential in all aspects of their development.
➢ Ensuring that every child is set challenging goals.
➢ Responding quickly if difficulties emerge.
➢ Ensuring that every child’s progress is monitored.
➢ Ensuring that parents are fully involved in discussions about their child learning and progress.
➢ Ensuring that every child’s well-being (physical, mental and emotional) is monitored and strategies put in place to promote well-being.
➢ Ensuring that we have a range of resources for a diverse population
➢ Seeking the views of pupils, parents and carers on how we meet children’s needs
➢ Using alternative communication systems including pictures and communication symbols and ensuring these are available for those young people who need such support in order to develop speech or communication.
➢ Ensure that strategies are in place to ensure full social inclusion for children with physical disabilities to encourage them to be as independent as possible in their learning and mobility in school
➢ Working alongside professionals from many disciplines and provide programs for pupils based upon their support, advice and guidance. These programs can include (not and exhaustive list): Speech and Language, Occupational Therapy, Play Therapy, Drama Therapy, Emotional Support, Behaviour Support, CAMHS and any NHS practitioner as required.
➢ Making the necessary adjustments to the physical environment, where appropriate (and not disruptive of the education of other) in order to reduce the impact of sensory difficulties on learning and participation. The school aims to provide a calm atmosphere.

➢ Making arrangements to achieve smooth transitions between classes and schools.
➢ Ensuring our outreach service is meeting the need in the community and that staff working in outreach are continually developing their skills and maintain their understanding of how Riverside works.
➢ Working with other schools to develop our own staff expertise and to share our expertise with others

The SENCO responsibilities as defined in the Code of Practice are listed below with key people:

1. Overseeing the day-to-day operation of the schools' SEND policy – Assistant Headteachers
2. Coordinating provision for children with special educational provision – Head teacher, Governors
3. Liaising with and advising fellow teachers – All staff
4. Overseeing the records of all children with special needs – Head teacher, Assistant Headteachers, key stage leaders, class teachers, admin staff
5. Managing support staff – Class teachers, Key Stage Leaders, Assistant headteachers, Headteacher
6. Contributing to in service training – Headteacher, Assistant headteachers, teachers
7. Liaising with external agencies including the LA's support and educational psychology services, health and social care and voluntary bodies – Head teacher, Assistants headteachers, teachers
8. Managing the annual reviews – Assistant headteacher, teachers, admin staff
Performance

We will monitor and evaluate our performance by:

➢ Our SEND link Governor, Dorothy Fane, acts as strategic lead for SEND provision and to the Governing body against provision and policy
➢ Ensuring that activities are inclusive through their classroom observations
➢ Liaising with the Headteacher about current concerns, trends and specific issues related to students.

Related Documents:

SEN and Disability Act Special Educational Needs and Disability Act 2001 (legislation.gov.uk)
Disability Discrimination Act Disability Discrimination Act 1995 (legislation.gov.uk)
SEN Code of Practice (SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
Children and Families Act 2014
Young person's guide to the Children and Families Act 2014 - GOV.UK (www.gov.uk)