SEN Information Report

1. What kinds of Special Educational needs does Riverside make provision for?	Riverside is a community maintained Special School. We have provision to meet the needs of children with Moderate and Severe Learning Difficulties and a high proportion of pupils with Autism who may also have sensory integration needs.
2. How would Riverside identify and assess my child's Special Educational Needs?	Every pupil has an Education, Health and Care Plan which are reviewed annually. We use these plans to identify priorities for the year for each child in relation to their communication, cognition, personal and social and physical and sensory development and these form the targets within the individual learning plan. The school works closely with therapists and external agencies to identify the holistic needs of every child.
3. How does the school evaluate the effectiveness of provision for pupils with special educational needs?	We have a robust system of reviewing our provision against the new Ofsted framework of self-evaluation and through the school SIP. SEND link Governor completes strategic monitoring and reports back to Governing Body.

4. How do I know how well my child is doing at school?	You will be involved in discussions related to your child's progress and expectations at Annual Review meetings. We will jointly formulate an Individual Education Plan (IEP) which is updated on a termly basis. In addition, you are invited to two Parent/Carer evenings to discuss your child's progress with their teacher, as well as a summer report which you receive in July as a summary of your child's activities and progress across the year.
How will staff support my child?	We communicate with you regularly though our Home/School books, letters, telephone, school website page and text messaging. Progress is measured through our assessment tool and the engagement model. We value information and communication in the Home/School books from you to keep us informed about important events in your child's life.
How will the curriculum be matched to my child's needs?	Your child will have long and short-term objectives and an IEP. Learning is differentiated on an individual basis according to their need. The staffing ratio is high and appropriate to the needs of the pupils within each class where staff are also regularly trained in appropriate areas. School staff are supported by Speech and Language Therapists, Occupational Therapists, the specialist school nursing service and specialist teacher advisors for hearing and visual impairments where and when appropriate as well as an external sensory integration occupational therapist.
How is the decision made about the level of support my child needs?	Our curriculum is broad and relevant to the needs of our learners. We enhance our core curriculum through a variety of activities. We enable and support the pupils to access regular trips out into the local community where appropriate. Our curriculum is differentiated according to the needs of your child. Your child will not be entered for end of key stage tests, but will be assessed against the schools assessment framework.
How will my child be included in activities	Your child will initially have their needs identified through their Education and Health Care Plan. This is constantly reviewed and, using our expertise and experience we will identify when and where additional support may be needed through the annual review process, in-house monitoring and evidence and discussions with the appropriate therapies/services.

outside the school curriculum, including trips? What support is there for my child's overall well-being?	Riverside is an inclusive school, and all pupils are encouraged to fully participate in whole school events and activities, on and off site. The extent to which every pupil is able to participate will vary according to their level of need, but activities and expectations will be carefully differentiated in order to support every pupil. As a school we place huge value on the importance of a balanced and varied curriculum, and on curriculum enhancement activities. All visits and off-site activities are fully risk assessed, and carefully planned via Evolve. Pupils are also able to take part in class trips and visits, and parents and carers are communicated with on a regular basis to ensure they are fully aware at all times of any off-site activities. Opportunities to experience residential educational visits are offered to our upper key stage 2 pupils where appropriate. The well-being and emotional health of your child is as important as their academic progress. Every class teacher will plan for the development of their pupils, and our broad and varied curriculum ensures the full social and emotional development of every pupil. The high staffing levels in each group help to support and develop the emotional well-being of every pupil in the group. Any individual personal care needs are met on a daily basis by staff in the class team discreetly and with dignity, fostering independence whenever possible. We work in close liaison with Health services, depending on the individual needs of the pupil, jointly overseeing health care plans and the administration of medication and health management procedures. All our staff are experienced and well trained to support these procedures. We work closely with Social Care and the Children with Disabilities Team. Pupils are also supported through the development of communication profiles and regular communication through their Home/School book. We utilise external professionals where required for individuals, for example through music and drama therapy.

5. What training is provided for staff supporting children and young people with SEN?	All staff receive a comprehensive and ongoing training programme designed to ensure they are fully equipped to meet the needs of pupils with a very wide range of complex special needs. All new staff take part in a detailed Induction Programme and are closely supported throughout their first year by senior staff and key stage leads. Staff receive regular training in a wide range of areas relevant to the cohort of pupils in the school. Some staff train as MIDAS drivers, Team Teach training and First Aid. School staff complete five days of annual training and this time is carefully planned for to make sure it is used to extend and develop staff knowledge and skills further, and also to work on key areas of the school development plan. All our teachers are qualified and have undertaken specialist further professional development. This includes Autism specific training, Makaton, hearing and visual impairments, specialist ICT (Information and Communication Technology) applications and communication approaches. Where experienced TAs lead on a more frequent basis, they also have appropriate and relevant experience and/or accreditation. Our Learning Support Staff also have a range of expertise – including sensory, communication, tube feeding (for identified pupils), Makaton, Autism. This is not an exclusive list and on-going professional development is key to ensuring staff of all categories remain updated and skilled.
6. How accessible is Riverside School?	We are an accessible school with many facilities to ensure safe moving and handling and independence. We have dedicated toileting facilities. Our rooms are all labelled with symbols to aid pupils understanding of their location within the school building. Our grounds are inclusive and we have a range of outdoor play and learning activities.

7. How are parents and carers involved in the school?	As with any prospective parents, we will welcome you and your child to have a tour of the school and a conversation with the Headteacher or one of our Assistant Heads. We arrange transition visits prior to your child starting at our school, as well as visiting the family home as part of the introduction process for all our children. We produce half termly newsletters for families detailing elements of our pupils work. You are able to visit our website for information of forthcoming events and details about many aspects of school life and items related to our local area. We have a number of parents on the Governing Body and all parents are invited to stand for election when there is a vacancy. We also hold a half termly parent forums that have a particular focus where there are opportunities to meet other parents and participate in various activities. We try to hold a variety of events to involve parents into our school community.
8. How do parents/carers and children get involved in their education?	You will be invited to two Parents' Evenings each year and relevant staff will also meet with you at your child's Annual Review. You are encouraged to write a report as part of your contribution to the Annual Review. Pupils who are able to are given the opportunity to complete the annual pupil questionnaire to give their views about the school, and their progress. We have events all of which you are warmly invited to attend. For further information our website is regularly updated with upcoming events and we produce a half termly Newsletter to keep you updated of the exciting things your children have been learning. We write to you in your child's Home / School book or ring you if needed. We also use a text messaging service for important messages and announcements such as school closures and utilise Scopay to make it easier for parents to pay for uniform, school dinners etc. We encourage families to tell us their news and keep in touch via your child's Home/School book.
9. What do I do if I have a concern about the school provision?	In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the Key Stage Leader, Assistant Heads or the Headteacher. In the unlikely event that your concern is not resolved, then you would follow our complaints procedure. You can request a copy of our Complaints Policy which is also available via our website. Here you will be able to see the procedures in place if you were to feel it necessary to make a formal complaint. If your concerns

	cannot be addressed by the school or Local Authority, ultimately you have recourse to the Secretary of State for Education.
10. How does the school prepare my child for joining the school or transferring to another provision?	Riverside has a thorough transition programme which includes a social story if appropriate and/or visits to the provision to help pupils and their families with moving. We hold an initial meeting with parents 6 weeks after their child starts at our school. We give each prospective family a copy of our forms and relevant information, so you can see more about our ethos.
11. Where can I get further information about services for my child?	The information in this report forms part of Hampshire's Local Offer. Further information can be accessed by the Local Offer website at this link Family Information and Services Hub (hants.gov.uk)