

RIVERSIDE COMMUNITY SPECIAL SCHOOL



## SPECIAL EDUCATIONAL NEEDS POLICY

### **Value Statement:**

At Riverside School:

- We work together as a motivated and dedicated team to make a difference to our children, families and community.
- By placing wellbeing at the centre of all that we do, pupils are taught to manage their differences and flourish as individuals
- We provide a wide ranging and meaningful curriculum with an emphasis on communication and language skills
- Celebrating our achievements is really important to us.
- Governors act as critical partners, working with us to create the forward momentum for this outstanding school.

Riverside Community Special School is a Hampshire County Council Special School that meets the needs of children aged 4-11 years old (YR-Y6) who have a range of moderate and complex learning difficulties. We have facility to meet the needs of children with learning difficulties and autism, physical difficulties and speech, language and communication difficulties. All pupils at Riverside have an Education Health and Care Plan (EHCP).

### **Intent:**

- That practice reflects our school value statement;
- That pupils receive the provision set out in their Education Health and Care Plan
- To identify the changing needs of pupils;
- Respond to these changing needs so that pupils can further develop their potential as individuals within their communities.

### **Implementation:**

This will be achieved by:

- Providing all staff with up to date and relevant information on the needs of pupils
- Providing staff with regular opportunities to discuss pupils needs
- Providing staff with regular professional development to ensure they are meeting the needs of pupils and developing their pedagogical understanding
- Providing a structure within which information on pupils can be collected, provided and processed systematically;
- To provide a system that ensures that all parents and carers are kept up to date with relevant information on the education and progress of their children.

### **Supporting pupils and their families:**

We aim to support our pupils and their families through our open door ethos, ensuring that parents and carers feel confident to ask questions and gain information from the school as desired. Half termly newsletters go home from each class teacher as well as daily/weekly information in the home/school link book and on Seesaw.

Our Home/School link worker is available to talk to and provide support, training and sign posting for families.

Pathways for pupils will change as pupils make progress and grow and develop. The approach to pathways is flexible and is determined by all the factors affecting the child at the time. Decisions are made through consultation in school with teachers and specialists and parents and at Annual Review. Pupils are supported through their transition to secondary school through partnership working with our local secondary provisions. Staff from these schools regularly attend Annual Reviews and arrange transition visits for both parents and pupils.

### **Meeting the needs of pupils with specific difficulties (PD, ASC, HI, VI, Sensory Impairment, Mental Health)**

Pupils' needs are met through identification of need from the EHCP and through team and teacher discussions. Referrals are made directly to therapy services after discussion with parents/carers. Programmes designed by therapy services are carried out by staff trained to deliver the programme and overseen by senior therapists who come in to school. If possible, the Head teacher/senior

leaders meets each term with health, social services and CAMHS to maintain oversight of vulnerable pupils. Agencies are invited to annual review meetings.

The Lead Practitioner has oversight of pupils with ASC who struggle more without specialist interventions and additional resources.

### **Speech and language therapy**

All pupils who have been identified through the EHCP as in need of speech and language therapy will be placed on the speech and language therapist's caseload. Speech and language therapy is delivered by a number of therapists on an individual basis, in small groups or through class support. Therapy is delivered by one of the schools two language therapists (NHS/HCC), by trained language assistants or classroom assistants following a programme planned, modelled and evaluated by a qualified therapist.

### **Supporting pupils with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The School Nursing service, as well as advisory teachers, can support the school in meeting the needs of these pupils. It is vital that the school is kept up to date with changing medication, needs and protocols by both parents and professionals. This can be done directly with the class teacher and either the Head teacher or Deputy (who leads on medical oversight). All documentation and medication is kept in the medical room unless otherwise indicated by protocols. Parents are requested to forward letters from Practitioners - these are no longer sent directly to the school under new GDPR (May 2018) guidelines.

### **Monitoring and Evaluating Pupils Progress**

Pupils are monitored directly by their class teacher (see Marking and Annotation policy and Assessment and Target Setting policy). This is overseen by Key Stage leaders and the Management Team through conversation and

moderation of data and outcomes. The whole process is brought together through the Annual Review process on a yearly cycle.

Parents receive updated information on progress at both the Annual Review and through the Annual Report in the summer term.

Parents are welcomed into the school to discuss their child's progress with the teacher as needed.

### Impact:

We aim for each pupils' journey through Riverside to be successful and for them to fulfil their personal potential. By equipping each pupil with skills and knowledge, they can then take this forward to their next school, family and into their local communities.

### **Roles and Responsibilities**

SENCo - Mary Llewelyn

SEN Governor - Larisa Elder

Designated Safeguarding Lead (DSL) - Catherine Le Roux (HT)

Designated Teacher for Looked After Children - Anne Hallitt (DHT)

Governor with responsibility for Safe Guarding - Larisa Elder

Medical Needs - Anne Hallitt (Deputy Head) and Chantelle Harries (HLTA)

### **Accessibility:**

See the school's Accessibility Plan

### **Bullying:**

See the school's Anti-Bullying Policy

*Presented to, and approved by, Governors: 20 November 2014, Autumn 2016, Autumn 2018, Autumn 2020*

*Reviewed: Autumn 2021 (Resources Committee)*

*Review: FGB Autumn 2022*