



Riverside Community Special School

Special Educational Needs Policy

Policy by: Catherine Le Roux

Date: 20.03.2025

Presented to Full Governing Body : 20.03.2025

To be reviewed annually.

Admin/current Policies/2024

(This policy is available on our school website and is available on request from the school office)

This policy will be reviewed in full (by the Governing Body) on at least an annual basis.

RIVERSIDE COMMUNITY SPECIAL SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Vision Statement:

At Riverside School:

- We work together as a motivated and dedicated team to make a difference to our children and their families
- By placing wellbeing at the centre of all that we do, pupils are taught to manage their difference and flourish as individuals.
- We provide a wide ranging and creative curriculum with an emphasis on communication and life 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, some physical difficulties and speech, language and communication difficulties. All pupils at Riverside have an Education Health and Care Plan (EHCP).

Intent

Our SEN policy and Information report aims to:

- Set out how Riverside School will support and make provision for pupils with Special Educational Needs (SEN); and
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

If you would like any more information about our school, please do not hesitate to contact us:

adminoffice@riverside.hants.sch.uk

Legislation and Guidance

This policy and information report is based on the statutory Special Education Needs and Disability (SEND) code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities; and
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

Roles and Responsibilities

The SENCO

The role of the SENCO is not as easily defined as within a mainstream setting. As a general guidance, the duties of the SENCO are undertaken or overseen by the Leadership Team (Head Teacher and Assistant Heads)

They:

Work together to determine the strategic development of the SEN policy and provision in the school

- Have day to day responsibility for the operation of this SEN policy and the coordination of specific provision made to support pupils with SEN
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about option and transitions
- Work together with the Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date.

The Governors

The Governors will:

- Help to raise awareness of SEN issues at Governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the Head teacher and senior Leaders to determine the strategic development of the SEN policy and provision within the school.

The Headteacher

The Head teacher will:

- Work with the senior Leadership Team and Governors to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or disability.

Class Teachers:

Class Teachers are responsible for:

- The progress and development of every pupil in their class
- Working closely with any learning support staff and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the Senior Leadership Team to review each pupil's progress and development and decide on any changes to provision
- Ensure that they follow the SEN policy.

SEN INFORMATION REPORT

Riverside Community Special School is a Local Authority maintained special school for 149 primary aged pupils. All the children have Education Health and Care Plans identifying Learning Difficulties (MLD or SLD) as their primary Special Educational Need. A range of more complex needs are also met within the school:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

How are children's need identified?

Pupils are referred to the school following a multi professional assessment through Hampshire Local Authority via an Education, Health and Care Plan which identify the special needs of the pupil. Additional needs, are identified through regular assessment and, if requiring additional input from outside the school, raised at an Annual Review meeting.

How will the school support my child?

All Riverside staff will support all pupils. The class teacher and teaching assistants will have day to day responsibility, coordinated by the Leadership Team, for ensuring that academic, physical, social and emotional support is given to your child. This will happen through giving pupils clear expectations and boundaries, time to think, differentiated and carefully planned work in lessons with staff who promote independence, proactive plans to support skills development, time to communicate and discuss issues that are worrying them, structures and systems to ensure clarity in the class and around the school.

Pupils will be regularly discussed at Class Team meetings and those identified as not achieving as expected or planned for, will have additional interventions put in place to support them. Parents and stakeholders will have the opportunity to meet with the staff twice a year at Parents Evenings and have an annual report

at the end of the academic year. In addition to this, a report and meeting will be convened for the annual review of your child's EHCP. If the school has any concerns in between these times you will be contacted either by the class teacher or the Head.

Progress data for all pupils is held centrally by the Leadership Team who support teachers in the analysis and review of pupil progress.

Pupils also have a daily Home/School link diary, which records vital information including toileting and eating, helping both pupils and parents understand how successful a pupil's day has been. Half termly newsletters inform parents of areas of study, activities, trips and any changes to staffing. Individual Education Plans (IEPs) are sent home regularly so that parents/carers are updated on progress and areas to work on. Weekly celebration assembly enables pupils to celebrate and share their work. Monthly "Be Proud" assemblies enable pupils to celebrate success in making positive choices.

How will the curriculum be adapted to support my child's needs?

We will ensure that all staff have the highest possible expectations for all pupils in the school. We will ensure that all teaching is based on building upon what your child already knows, can do and can understand. Class teams will use different ways of teaching so that every pupil is fully involved in learning in class. This may involve using a more practical learning approach, or putting in place specific strategies to support each child to learn. Class Teachers plan lessons according to the specific needs of all groups of pupils in their class, and will ensure that each child's needs are met. Trained support staff in each class provide additional provision for every child at the necessary level. Specific resources and strategies will be used to support pupils individually and in groups. Pupils with the most complex and challenging needs will follow the Curiosity Pathway, which supports them to make connections, develop a range of preferred activities and begin to understand the world around them. Pupils with some complex needs will follow the Discovery Pathway, designed to ensure that pupils have additional practical opportunities for learning, including play and interaction. Our more able pupils follow the Builder Pathway, designed for pupils making more rapid progress, who are beginning to generalise and use their skills and knowledge across different environments. Pupils learning opportunities will look different for different groups of pupils. Some pupils may require very unique and more bespoke packages of learning.

We follow the National Curriculum, adapted to make it accessible and enjoyable through topics each half term. Pupils are taught in mixed age groups for all

subjects. Parent/carers will be given an outline of the curriculum and offered ways to support their child's learning through half termly Class newsletters and weekly plan. All newsletters include ideas to aid supporting the literacy development of our pupils. Reading record books also carry relevant information about reading and phonic work undertaken in class, and then for parents to record any reading done in the home.

In addition to high quality teaching, delivered to all pupils by teachers with considerable experience of special education, pupil learning and progress is further supported by individualised interventions targeted at pupils with clearly identified additional and specific needs. Targeted interventions might involve support for language and communication, or a programme of physical and sensory input to enable pupils to be ready for or more successfully access their learning.

The pupil premium is a sum of money allocated to improving the achievement of those pupils who have free school meals or are disadvantaged. This is accounted for on our school website, ensuring that all pupils have access to carefully designed learning opportunities that are delivered by skilled staff.

In addition, in conjunction with the NHS and the Local Authority Communication and Interaction Team (currently under review) we offer an integrated speech and language therapy offer, Hearing & Visual Impairment support and physiotherapy. These professionals undertake individual, group and class work around improving social, communication, sensory, motor and life skills.

How will you help me to support my child's learning?

Each class sends home a class newsletter every half term outlining main areas of learning, ideas for working at home including places to visit, relevant websites and apps and any curriculum changes. The home/school book and Reading record book also include ideas and tips for learning. Your child's teacher is available after school for further discussion as necessary.

The school runs regular parent workshops on learning, social and health issues.

Early Bird training is available for parents of children with ASCs. Timid to Tiger and the Family Links Nurture Programme are offered by Gill Stoll, our Home School Link Manager. More bespoke packages of support in the home are available for our families.

Assessment of skills, knowledge, behaviour and attitudes is vital if we are to identify pupils' individual needs and plan their future learning.

This enables us to:

- ✓ recognise achievements and identify strengths and weaknesses in particular environments and situations, in order that appropriate help and support can be provided;
- ✓ ensure continuity and appropriate progression for each pupil;
- ✓ help in monitoring the effectiveness of teaching and learning;
- ✓ fulfil current legal requirements both for the National Curriculum and the school curriculum, and
- ✓ further inform school improvement.

Assessment involves measuring performance against certain criteria. To ensure consistent standards (moderation), all staff will need to know and understand the precise meaning of these criteria.

What support is there for behaviour, attendance and exclusion

As a special school, academic, emotional and social development is at the heart of our practice and reflected within the vision and values of the school. The school positive behaviour policy encourages reflective practice and all staff are trained and have regular refresher sessions on positive behaviour management techniques. Each day is focused on making Green Choices through our "Be Proud" system which encourages pupils to make choices about their behaviour. Systems are used to support pupils such as Zones of Regulation. Classroom circle times are used to encourage pupils to discuss difficulties.

Attendance is monitored by the Head teacher and Admin Team. Concerns will be raised with parents if trends of non-attendance or long periods of absence are identified, and begin to interrupt pupils learning. The Home School Link Manager (Gill Stoll) will work with parents to improve attendance and to ensure positive planning for pupils who are excluded. (Attendance Policy is available on the school website)

What training do the staff have?

All staff are experienced in working with pupils with a range of complex needs and we continually train and develop our workforce to ensure that we offer the best for all our pupils and their families. All staff have ongoing training in a range of special educational needs. Many staff are trained in the use of Team Teach (Positive Handling), and all have regular behaviour management and safeguarding training. Whole school training is focusing on reading and phonics skills, meeting the needs of pupils with more severe learning difficulties and ensuring we make secure judgements on the assessment of pupils learning. Staff are also trained in supporting pupils with language & communication difficulties,

Autistic Spectrum Conditions (ASCs), the Curiosity Pathway, Gestalt Language Processing (GLP) and Maths Mastery.

What specialist services and expertise are available at or accessed by the school?

We have a fully qualified SENCo (Gemma Storey) and a SENCo in training (Lydia Smithson).

Our school works closely with external agencies that we feel are relevant to individual children's needs including: Health Professionals, Speech and Language Therapists, Occupational Therapists, Social Services, Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS), School nurse, Portage Service, Physiotherapy Service. This list is by no means exhaustive, and how children's needs are met, is considered on an individual basis in consultation with parents.

Within school we are able to offer pupils access to drama therapy, Drawing & Talking Therapy, TALA and ELSA.

During the school day pupils will access specialist input through sports, sensory integration, Boogie Mites, trips and outings.

How accessible is the school Environment?

The school is laid across a single floor, allowing accessibility throughout the whole building. We have accessible toileting facilities including a hoist and changing bed. Staff work hard to ensure that all activities are as accessible as possible to all pupils.

How does the school manage the administration of medicines?

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the Assistant Head (Kim Radlett) if medication is recommended by a Health Professional to be taken during the school day. We have qualified first aiders onsite to ensure the oversight of medication and other non-invasive medical interventions, including the management of pupils with epilepsy. The Assistant Head liaises with the school nurse to ensure that protocols and procedures, as directed by Health Professionals, are followed.

How will I know how my child is doing?

You will be invited to an Annual Review each academic year, when plans for meeting your child's needs will be discussed and decisions made. A copy of the

decisions and plans agreed at the annual review will be sent to you. There are also 2 Parents Evenings each year, when you can book an appointment to discuss your child's progress. You will receive an Annual Report in the summer term.

Teachers are available for discussion as needed, and regularly communicate with parents through the Home School Book, class newsletter and the sending home of IEP and reading targets. The class teacher is responsible for monitoring and checking the progress of your child and identifying, planning and delivering any additional help your child may need.

Liaison with parents is done through a variety of means: emails, letters, Text service (T2P), telephone calls, website information, home school books, newsletters, reports.

Meetings can take place face to face, but we also offer the opportunity to meet via Teams, as well as via phone calls.

How do the pupils contribute their views about the school?

Y6 pupils run the School Council and are involved in supporting the environment and ethos of the school (office monitors, delivery of milk to classes, litter picking).

Each pupil makes a contribution to their Annual Review through photographs and comments. Circle times and assemblies ensure that pupils are given opportunity to talk about their school experience. We continue to support pupils to express their views through the 5 Area of Wellbeing, ensuring that pupils are able to express their views on learning, games, food and the many other opportunities that take place during the school day.

How are the Governors involved and what are their responsibilities?

Governors meet as a whole group each term. Each Governor is a member of a committee which supports the monitoring and development of the school. The Head teacher reports to the Governors each term. The Governors agree priorities for spending and development each year with the Head teacher and ensure that the Headteacher is responsible for the safe running of the school.

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

- reviewing pupils' individual progress towards their targets each term;
- reviewing the impact of interventions after specific number of weeks;
- using pupil questionnaires;

- using parent/carer questionnaires;
- rigorous monitoring by the Leadership Team; and
- holding annual reviews.

What happens if I have a concern about my child?

If you have concerns about your child's progress or welfare you should contact your child's class team either by phone, the Home School book or email to the school office on adminoffice@riverside.hants.sch.uk

If you are not happy that the concerns are being managed and think that your child is still not making progress you should contact the Head teacher (Catherine Le Roux). The complaints policy is available on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that any school or local authority 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

How will the school prepare and support my child when joining the school and transferring to a new school?

Arrangements to support pupil transition into the school are supported by the Home School Link Manager and Key Stage Leaders. Each transition is personalised and reflects the needs of the pupil. Full discussions will happen between school and parents prior to any transition. Pupils may need to be supported through the use of symbols, photos or social stories.

Pupils moving on to secondary school are supported through a transition programme centred on individual need and based on established working relationships with partner schools. Pupils moving to schools at other times are supported through individual plans in partnership with the destination placement.

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 members of the Leadership Team meets with health, social services and CAMHS to maintain oversight of vulnerable pupils. Agencies are invited to annual review meetings.

The Assistant Head (wellbeing & Therapies) 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 three language therapists, 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 Admin Team. 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. (See supporting pupils with medical needs policy)

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 Leadership 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.

Roles and Responsibilities

SENCo - Gemma Storey

SEN Governor -

Designated Teacher with responsibility for Safe Guarding - Catherine Le Roux (HT)

Governor with responsibility for Safe Guarding - Martin Race

PPG/LAC overview - Alison Wright (Assistant Head)

Medical Needs - Kim Radlett (Assistant Head)

Accessibility:

See the school's Accessibility Plan

This policy should be read alongside: Curriculum Policy
Behaviour Policy
Assessment and Target Setting Policy

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

Reviewed: Autumn 2020

Reviewed Spring 2025