



SEN INFORMATION REPORT

in accordance with section 65(3) of the Children and Families Act 2014

This SEN information report for Riverside Primary School sets out the information about the implementation of the governing body's policy with regards to special educational needs and disabilities and **should be read alongside the school's *Special Educational Needs and Disabilities Policy***.

The information includes:

- the arrangements for the admission of disabled persons as pupils at the school
- the steps taken to prevent disabled pupils from being treated less favourably than other pupils
- the facilities provided to assist access to the school by disabled pupils
- the plan prepared by the governing body under paragraph 3 of Schedule 10 to the *Equality Act 2010* (i.e. the Accessibility Plan)

This report follows Schedule 1 of *The Special Educational Needs and Disability Regulations 2014*.

What kinds of special educational needs are provided for at Riverside School?

Riverside Primary School is a fully inclusive school which ensures all pupils achieve their potential (personally, socially, emotionally and academically) in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or special educational need.

Pupils with special educational needs and/or disabilities engage in the extended day activities of the school (including physical activities) together with pupils who do not have special educational needs through appropriate support, specialist equipment, risk assessments and environmental adaptations.

Personalised provision is currently made in school for pupils with a wide range of needs, including;

- cognition and learning: *moderate learning difficulties; specific learning difficulties [dyslexia, dyspraxia]*
- sensory, medical and physical: *hearing impairment; sensory processing difficulties; epilepsy*
- communication and interaction: *autistic spectrum condition; speech and language*
- social, emotional and mental health: *behaviours involving loss/separation; life changes; trauma*

Who is the Special Educational Needs Co-ordinator?

Eva Tang is the Learning Support Teacher for Riverside School alongside Jill Lewis and Jose Lewis. They can be contacted on 020 7237 3227 or headteacher@riverside.southwark.sch.uk and are available each morning in the playground.

How do we identify pupils who may have a special educational need or disability?

Every parent has the opportunity to meet with the Head of School before entry to school to discuss transition arrangements and consider their child's special educational need and/or disability.

Every term the teachers from each phase discuss pupil progress with a senior manager and identify pupils who are not making expected progress, using the school's tracking data. Support and interventions are then agreed, in consultation with parents.

What are the arrangements for assessing and reviewing the progress of pupils?

The impact of support and interventions are reviewed by the Learning Support Team and Intervention Manager in liaison with the Deputy Headteacher, class teachers and support staff. This information is then discussed and future targets agreed.

Assessments in the form of work samples are completed each term, moderated, and then data is stored on the school's tracking system. Where samples are not appropriate for the pupil, assessments are carried out by a Learning Support Teacher.

Assessments for pupils with special educational needs and/or disabilities is the responsibility of the whole staff – all teachers are teachers of SEND pupils.

Levels of attainment are assessed and monitored for all pupils to build on previous learning and experiences and to provide an effective curriculum. This process of assessment gives clear indicators to any learning difficulties and ensures on-going observation and feedback to form the basis for planning the next steps of each pupils' learning.

Pupil progress meetings and reviews are held each term for all pupils. Pupils that are included in the SEND register are monitored by the Learning Support Team. All progress is monitored by the Intervention Manager who liaises with the Learning Support Team to identify any pupil not making expected progress. This review may lead to the conclusion that the pupil requires support over and above that which is normally available within class and will then, with parental consent, be included in the SEND register.

End of Key Stage and other tests are completed in line with statutory requirements. For pupils with SEND any permitted additional support is readily available (reader, scribe, additional time and/or rest breaks) during the testing sessions to ensure each pupil is able to achieve to their highest standard. In some instances, withdrawal from the testing situation will be registered (e.g. when a test situation is detrimental to the pupil's educational or personal development). In all circumstances all pupils will have access to intervention groups and additional after-school classes to prepare them for compulsory tests.

What is the school's approach to teaching pupils?

Riverside Primary School is an inclusive school and pupils experience a differentiated curriculum suited to their needs in all subjects through Branch Mapping. Pupils with special educational needs and/or disabilities often learn in small groups or pairs and some pupils require 1:1 teaching as well as whole class lessons.

A continuous cycle of planning, teaching and assessing is firmly embedded at Riverside, which takes account of the wide range of abilities, aptitudes and interests of our pupils and enables support and interventions to be effective and tailored to each pupil's needs.

There are also opportunities for all pupils to attend after school enrichment workshops and clubs, organised by a senior teacher.

How does the school adapt the curriculum and learning environment?

The curriculum and units of work are adapted to meet the needs of all individuals. Riverside School takes all reasonable steps to modify/adapt the learning environment (please refer to the school's *Accessibility Plan*) within the constraints of planning permission for listed buildings.

Adaptations that are made to support pupils and/or parents and visitors include:

- differentiated learning materials or specialist equipment
- group and/or individual support by teachers and TAs
- working with a Learning Support Teacher
- working with specialist in-school services
- access to external services
- access to disabled toilets
- assisted access to the ground floor of the school
- hi-visibility markings on stairs
- disabled car parking space.

The *Accessibility Plan* is reviewed by senior leaders and governors regularly to ensure that steps have been taken to prevent disabled pupils from being treated less favourably than other pupils and promoting equality of opportunity.

What additional support for learning is available to pupils?

In-school services include:

- appropriately trained intervention teachers and Teaching Assistants, including an Intervention Manager
- Learning Support Teachers
- a Speech and Language Therapist
- a team of counsellors (Place2Be)

A referral to any **in-school service** can be made through *Eva Tang* or *Jill Lewis*.

External services include:

- Autism Support Team
- Visual Impairment Service
- Audiology Support Service
- CAMHHS
- Early Help Team

A referral to any external service can be made through the local authority. Our Learning Support Team can provide assistance and information relating to these services. Parental permission is always sought prior to referrals to external services.

What support is available for improving social, emotional and mental development?

Pupils have access to a Personal and Social Development (PSD) curriculum throughout the school, which includes developing awareness and identity, talent and potential, self-esteem and social abilities, dealing with issues such as bullying, as well as developing a healthy lifestyle in order to enhance quality of life and contribute to society in a positive way.

PSD is supported by Place2Be, which is a counselling service provided by the school for all pupils and their families, as well as staff. There are Place2Talk sessions each week, organised and led by trained counsellors. Parents and wider families who wish to access this service can do so by meeting with a Learning Support Teacher.

There are also opportunities for all pupils to attend after school enrichment workshops and clubs that focus on PSD skills, organised by a senior teacher.

What are the expertise of staff?

All staff that deliver any form of intervention, including qualified teachers and teaching assistants, are appropriately trained to deliver interventions. In-school and external specialists all have credited qualifications and have a responsibility to provide training for school staff and keep up to date with current developments in their area of expertise.

How do we evaluate the effectiveness of our provision?

Self-review is a fundamental principle of the school in all areas of school life. To evaluate the provision of SEND we:

- review the SEND provision map to measure progress/achievement
- evaluate the effectiveness of individual plans and targets
- evaluate the steps taken to ensure equality of opportunity
- review the Accessibility Plan
- use assessment information from intervention teachers

- use external assessment information
- meet with parents, pupils and teachers regularly
- discuss provision with the Governing Body and report any letters/inspection reports received.

It is the responsibility of the Learning Support Team to evaluate the effectiveness of SEND provision and report to the Headteacher and Governing Body.

How will equipment/facilities be secured?

All equipment and facilities are secured by the Learning Support Team, including ICT equipment and software specifically designed to support pupils with special educational needs and/or disabilities.

What arrangements are there for consulting parents and involving them in their child's education?

Parents are actively encouraged to work in partnership with the school regarding the education of their child. An interpreter can be organised if required through the school office.

Liaison is promoted through:

- Parents' meetings
- email contact with the Learning Support Team and the Headteacher/Deputy Headteacher
- progress reviews
- written reports
- target information
- daily contact with class teachers/managers
- reading records
- Team Around the Child meetings
- Annual Reviews

What arrangements are there for consulting pupils and involving them in their education?

Pupils are actively encouraged to work in partnership with the teachers and support staff of the school, including:

- being involved in discussions at Parents' meetings
- responding to marking and feedback from the teacher
- being involved in setting own targets, as appropriate
- being part of the Annual Review process

What arrangements are made by the governing body relating to the treatment of compliments and complaints?

We always welcome comments about what is going well, especially when it concerns the progress our pupils make. We especially like to hear from parents and pupils, including parents of pupils with special educational needs and/or disabilities, about the strategies and resources we use that have enhanced the quality of pupils' education. All such positive comments can be shared with the Headteacher and Learning Support Team, either personally or by email.

Parents of pupils with special educational needs and/or disabilities who wish to complain are strongly encouraged to work with the Headteacher to solve any problems and allay concerns.

If the issue cannot be resolved at this level (or if the complaint is regarding the Headteacher) parents have the right to discuss concerns with the SEND Governor, Chair of Governors or any other governor of the school.

If the issue still cannot be resolved, the Southwark Information, Advice and Support Team (formerly Parent Partnership) is there for parents to go to and seek advice and information.

How does the governing body involve other bodies in meeting the needs of pupils and families?

In order to meet the needs of pupils with special educational needs and/or disabilities the governing body and the staff of Riverside School, including the Headteacher, will seek advice and work alongside health and social services, local authority support services (including the Early Help Team) and appropriate voluntary organisations. These include in-school support services (EP, SALT, OT, Place2Be) and external services available to the school that are able to support pupils' academic progress and personal development.

What are the contact details of support services for the parents of pupils?

In-school support services can be accessed through the Learning Support Team or Headteacher, telephone number 0207 237 3227 or email headteacher@riverside.southwark.sch.uk.

Contact details of LA services can be found at <http://www.southwark.gov.uk>.

The Southwark Information Advice and Support team (SIAS) has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEN) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents, write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process. Information can be found at sias@southwark.gov.uk.

Contact a family offers information, advice and support to parents/carers of disabled children as well as professionals working with families. Information can be found at <http://www.cafamily.org.uk/southwark>

What are the arrangements for supporting pupils in transitions between phases of education?

The arrangements for the admission of all children, including disabled persons, as pupils of the school can be found in the *Admissions Policy* of the school at <http://www.riverside.southwark.sch.uk>

Transitions within the school are managed by *Eva Tang*, and the Deputy Headteacher, *Jill Lewis*. Discussions are held with parents, pupils and professionals to agree a plan of support.

Transitions to and from other primary schools are managed by the Head of School, *Helen Baldry*. A transition meeting is held prior to entry/leaving the school and all relevant reports are considered. An induction programme is followed.

Transitions to secondary education are managed by the Headteacher. The Headteacher meets with parents and pupils, provides an individual meeting to support parents in completing the required forms, attends appeals hearings on request and accompanies parents and pupils when visiting schools if appropriate. The KS2 Team Manager is responsible for supporting pupils in preparing for entrance tests – the Headteacher will accompany pupils to a test if requested.

Transition to Riverside in the Reception Year is managed by the Head of School. A meeting is held prior to the starting date and gives parents the opportunity to share any information about their child confidentially. Open days are organised for parents to tour the school and consider if Riverside is the right place for their child to be educated.

Where is Southwark's "Local Offer" published?

Details of the LA (Southwark) "local offer" can be found on the Southwark website www.localoffer.southwark.gov.uk.