



PARTNERSHIP LEARNING

RIVERSIDE BRIDGE SCHOOL

Excellence for All



Headteacher: Anna Hope (BEd, MSc) | Address: Renwick Road, Barking, IG11 0FU | Web: www.riversidecampus.com

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Riverside Bridge School



Welcome to the Riverside Bridge School

May I offer all our visitors a warm welcome to our school. This booklet is designed to give you a glimpse into the life of the school and share something of the wide, varied and exciting opportunities that are going to be available to our pupils, their families and the staff.

In this prospectus we have tried to detail some of the relevant facts you need to know about Riverside Bridge School. However, please do not hesitate to contact us at the school if you need any further information. There will also be an opportunity for parents to visit the school.

The establishment of Riverside Bridge School forms part of a co-located campus of secondary, primary and an all age special school.

Riverside is an Academy Free School with places for over 2000 pupils aged 3-19. The Directors of the Partnership Learning Trust and the Governing Body have a broad range of experience and expertise and are committed to ensuring that the educational needs of all pupils are met. We are looking forward to providing an outstanding school and to bring much need additional school capacity during the coming years.

Anna Hope
Head of School



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Introduction

Following a successful application to the Department for Education to set up a new special Free school on Barking Riverside, The Partnership Learning Trust opened Riverside Bridge School in September 2015, co-located on a combined campus with Riverside School (an existing secondary Free school run by the Trust) and Riverside Primary School.

Riverside Bridge School will eventually cater for 180 pupils aged 4-16 years and offer targeted support for pupils where there is an Education, Health and Care Plan (EHC) and needs arising from severe/profound learning difficulties and severe learning difficulties with autistic spectrum disorder.

The school offers families an inclusive, accessible, all-through learning pathway for children growing up in Thames View, Riverside and the wider area of Barking & Dagenham.

There will be extended opportunities for lifelong learning and personal development through wide-ranging community provision, dual use of facilities and direct links to enhanced opportunities in further and higher education and employment.

Riverside Bridge School is able to make full use of the freedom its status brings to be able to deliver an innovative and personalised curriculum that suits the needs of all its pupils.

The school's governance arrangements enable fast, flexible decision-making at school level, enabling resources to be used efficiently and effectively to continually raise achievement.

We believe in provision of the same high quality learning opportunities, teaching and facilities for all, whilst rigorously tailoring learning to meet the distinctive needs of different groups of pupils. Our unified learning campus will ensure pupils are able to achieve their full potential, access mainstream facilities and experience a wide range of appropriate challenges.



Vision, ethos and values

Inclusion is about entitlement, access and equality of opportunity. Every pupil has a right to expect a broad, balanced, relevant education alongside his or her peer group and within their locality. All young people should expect to be valued within an inclusive learning community.

Riverside Bridge School is an inclusive school where every child is valued and supported to achieve as full and independent a life as possible.

The school is open to children from all religions and we practice tolerance of all faiths and beliefs in the multi-cultural community it serves.

The Partnership Learning Trust is:

- focused on improving the educational opportunities and life chances of the young people of the London Borough of Barking and Dagenham;
- committed to working as a full member of Barking and Dagenham's existing family of schools and in partnership with the Local Authority;
- committed to providing a high quality range of flagship educational provisions to enable families to access mainstream and special education for all ages in their own local community;
- establishing teaching models of best practice which can be shared with colleagues across the locality ensuring a continuity of approach for people for whose access to services will be lifelong;
- developing a well trained work force with competencies in key pedagogies via access to high quality staff training facilities;

The Riverside Bridge School aims to enable every student to realize his or her full potential and make a positive contribution to society by:

- valuing every student as an individual;
- commitment to inclusion, entitlement, access and equality of opportunity;
- providing access to a broad, balanced and relevant education within the local community;
- promoting an environment which is disciplined, caring and safe;
- efficient management of all its resources;
- co-operation between the school, the parents and all other contributors to the education of the pupils.



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At Riverside Bridge School we:

- raise the level of pupil achievement by ensuring pupils are supported in achieving their best through the application of effective pedagogy and learning;
- create a school and service ethos firmly based on mutual trust; respect and tolerance of difference; and caring and thoughtful attitudes;
- prepare pupils for happy and fulfilled lives beyond school by providing for their individual learning, physical, social and emotional needs through differentiated pedagogies;
- provide a broad, balanced, relevant curriculum within an inspiring, secure, positive and supportive environment and in the wider community;
- provide staff with a clear expectation of outstanding teaching and agreed criteria for monitoring teaching and learning;
- promote a calm working environment which facilitates the development of a positive work ethic and social skills;
- value all pupils, irrespective of ability, race, gender, age or achievement;
- encourage pupils' self-esteem by recognizing, praising and rewarding positive achievements.

We want our learners to feel good about themselves and to aspire to achieve their own individual goals and targets.

We want them to feel safe and secure and valued within their community.



The school improvement cycle

Fundamental to our school improvement is the underlying assumption that *all* of our pupils can and should achieve to the best of their ability through the provision of the highest quality learning opportunities.

Review and self-evaluation at Riverside Bridge School is not an end in itself but a means of checking the school is performing as it should. In undertaking school self-evaluation the aim is to answer two main questions.

- How well are our pupils doing?
- How effective is the school in improving pupil outcomes?

It is the key to identifying the actions we need to take to make the school more effective, highlight areas that require improvement, and the areas that are likely to have the greatest impact on the overall quality of provision.





Strategic objectives

Our motto “Excellence for All” sums up our aims. Eleven strategic objectives serve as a roadmap for the activities of the school’s leadership:

1. To counteract the local cycle of deprivation by raising expectations and fulfilling aspirations.
2. To deliver outcomes for pupils with special needs significantly above the national average for special needs pupils on all key measures.
3. To establish models of best practice which ensure achievement of outstanding outcomes.
4. To ensure there is an effective curriculum in place across the whole school.
5. To ensure that teaching and learning is effective across the whole school.
6. To attract and retain the best staff from the largest possible pool of talent, achieving diversity in every layer of the organisation.
7. To develop a well trained work force with competencies in key pedagogies via access to high quality staff training.
8. To extend the school’s reach and contribution within the local community by becoming a centre for excellence.
9. To enable pupils to remain in their local community with their families supporting: the development of skills and strategies for lifelong learning and independent living within the community; the personal qualities of confidence and resilience essential for a successful life and home intervention support for families.
10. To ensure that Riverside Bridge School is a sustainable enterprise in every sense, financially viable, appropriately resourced and developing so as to achieve its’ vision for the future.
11. To be accountable and transparent to our stakeholders.



Key Performance Indicators and Targets

Riverside Bridge School aims for its pupils to make expected or better than expected progress relative to the following:

- CASPA's benchmarks (Annual comparison for all pupils)
- Progression Materials Median and Upper Quartiles (End of Key Stage comparison for pupils working at P Levels)
- Curriculum requirements for the National Curriculum year beyond baseline curriculum attainment (For pupils working beyond P Levels).

Pupil attendance will be 95% (excluding pupils whose long term complex medical conditions account for absence).

The reduction in the achievement gap, for pupils in receipt of free school meals and /or in care, will be greater than the national average.

Curriculum Strategy

Principles upon which the curriculum is based

The admissions criteria for Riverside Bridge School is such that the attainment of pupils attending the school is likely to be low because of their severe cognitive difficulties.

Our curriculum model for the special school will be distinctive in offering three clear pathways, differentiated by the teaching and learning requirements of each of our pupil groups. We believe our three distinct and differentiated pathways offer the best way for:

- achievement to be maximised;
- each pupil to have a personalised curriculum appropriate to their needs;
- teachers to deliver lessons at an appropriate pace;
- expectations and targets to be set and reinforced;
- pupils to be challenged and supported at the right level;
- a positive learning environment to be nurtured and maintained;
- pupils to develop confidence and self-esteem through appropriately differentiated pastoral programmes.

The curriculum at Riverside Bridge School offers pupils curriculum experiences that are broad, balanced, relevant, differentiated and progressive. Accommodating the educational needs of all its pupils and enabling pupils to acquire the knowledge, concepts, skills and values that are relevant to their present and future lives will be core to the school culture, management, organisation, curriculum content and approaches to teaching and learning.



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The pupils at Riverside Bridge School are not a homogeneous group, and even those of the same apparent developmental age may not progress through the stages of development at the same rate but our aim is to provide all pupils with relevant and appropriately challenging targets and work at each stage of their development.

Pupils will be helped to build upon their learning and gradually develop as more independent learners. The atmosphere will be one of supportive collaboration where pupils feel that their needs are being effectively met and all are making progress together. The key character traits of confidence and resilience will be developed through the approaches to teaching and learning outlined below.

Communication and speaking and listening skills will be continually practiced with regular opportunities for individual and focused group work. The Speech and Language Therapy Service will be integral in delivering support which ensures progression for all pupils in the school.

All pupils will benefit from following a curriculum tailored to their needs with the expectation that the quality of learning and progress for the majority will exceed expectations relative to National Data sets.



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Curriculum programme.

Reception, KS1 & 2	Periods	KS3	Periods	KS4	Periods
Language, Communication English, & Literacy	5	Language, Communication, English, & Literacy	5	Language, Communication, English, & Literacy	5
Speaking & Listening		Speaking & Listening		Speaking & Listening	
Reading		Reading		Reading	
Writing		Writing		Writing	
Mathematics	5	Mathematics	4	Mathematics	4
Using & Applying		Using & Applying		Using & Applying	
Number		Number		Number	
Shape, Space & Measure		Shape, Space & Measure		Shape, Space & Measure	
PSHE	4	PSHE	5	PSHE	5
PSE		PSE		PSE	
Citizenship		Citizenship		Citizenship	
ACW		ACW		ACW	
Learning to eat healthily and cook		Learning to eat healthily and cook		Learning to eat healthily and cook	
		Staying Safe Sex & relationships		Staying Safe Sex & relationships	
		Road safety		Travel Competence & Community Access	
		Home Management		Home Management	
		Independence & Daily Living		Independence & Daily Living	
		Money Management		Money Management	
		Careers		Careers, Employment & Work Experience	
				Vocational Skills, Work Related Learning,	
				College Links	
Physical Development	3	Physical Development	2	Physical Development	2



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PE		PE		PE	
Aesthetics		Aesthetics		Aesthetics	
Physical Development					
Computing	1	Computing	1	Computing	1
Creative Development	2	Creative Development	2	Creative Development	1
Art		Art		Art	
Music		Music		Music	
Knowledge & Understanding of the World	5	Knowledge & Understanding of the World	6	Knowledge & Understanding of the World	6
Science		Science		Science	
Design Technology		Design Technology		Design Technology	
Humanities		Humanities		Humanities	
Religious Education		Religious Education		Religious Education	
MFL	To be delivered via thematic approach of topic days as appropriate, in line with our core focus on developing communication				

Accreditation

All pupils will have access to Foundation Tier accreditation routes at Entry 1 and above relative to their learning difficulties. In some cases accreditation routes will be secured in partnership with our co-located secondary provision Riverside School.

All pupils will follow accredited courses across English and Mathematics, Science, ICT, P.E. and Personal Progress plus an individual programme tailored to needs, which might include life skills, college or work-based learning, vocational skills, physical development, leisure or aesthetic pursuits.



Provision for EYFS

On admission to Riverside Bridge School families of reception age pupils will encounter ways of working underpinned by the 10 principles of 'Early Support'.

1. **Valued Uniqueness.** The uniqueness of children, young people and families is valued and provided for.
2. **Planning Partnerships.** An integrated assessment, planning and review process is provided in partnership with children, young people and families.
3. **Key Working.** Service delivery is holistic, co-ordinated, seamless and supported by key working.
4. **Birth to Adulthood.** Continuity of care is maintained through different stages of a child's life and through preparation for adulthood.
5. **Learning and Development.** Children and young people's learning and development is monitored and promoted.
6. **Informed Choices.** Children, young people and families are able to make informed choices.
7. **Participation.** Children, young people and families are involved in shaping, developing and evaluating the service they use.
8. **Working Together.** Multi-agency working practices and systems are integrated.
9. **Workforce Development.** Children, young people and families can be confident the people working with them have appropriate training, skills, knowledge and experience.

What children can do (rather than what they cannot do) will be the starting point of each pupil's education at Riverside Bridge School. Well-planned and well-resourced play activities which allow for progression will provide the context in which most of our pupils develop and learn during the early years. However, information from observation and assessment will inform planning to meet the needs of each individual child so that for example, in the case of pupils with autistic spectrum condition who display limited social reciprocity and joint attention skills, poor imitative learning and limited play skills, learning will be fostered through structured teaching.

Riverside Bridge staff working with early years pupils will

- have an understanding of how children develop and learn from birth to age six;
- make systematic observations and assessments of each child's achievements, interests and learning styles;
- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child;
- plan and organise the learning environment to provide experiences that build on what children already know
- plan experiences that are relevant, imaginative, motivating, enjoyable and challenging;
- plan activities that provide opportunities for teaching and learning, both indoors and outdoors



- structure the curriculum to allow for different starting points reflecting the different needs of individual pupils.

Enrichment programme

We believe an extended school day is particularly important for all pupils from the Barking Riverside community because relative to their starting point they need access to training and support to equip them for living their adult lives in their 'home' community and not in residential provision.

We propose to eventually extend the school day for pupils, opening on four days a week for after school clubs and study skills groups until 5.00 pm. A full range of after-school and, homework clubs e.g. study skills, social skills, music, arts, crafts, food technology and sports activities will be offered to enrich pupils' learning opportunities. In addition to providing breadth, challenge and enrichment for pupils these opportunities will also provide an element of respite for families. These opportunities will be undertaken in partnership with the programme which will be available for mainstream pupils in Riverside Secondary School.

All options will be available to girls and boys and to pupils from all three primary needs. However, guidance towards the most appropriate choices may be necessary for certain pupils, particularly those needing intensive extra support.

- We aim to raise the levels of pupils' enjoyment and achievement by offering access to extended school enrichment activities
- We are committed to offering all our families access to extra-curricular opportunities for their children
- Parents / carers / pupils are consulted as to their needs in respect of Out of School Hours Learning (OSHL) provision (via questionnaire / consultation during school council)
- Every effort will be made to match our provision to needs of pupils
- Continuous effort will be made to secure the funding necessary to provide the level of OSHL needed by our pupils
- Funding will be allocated to offer the "best match" possible
- Every effort will be made to offer appropriate opportunities for all ages / abilities with staff allocated to support this
- When demand exceeds availability pupils will be offered OSHL opportunities on a rotation basis



- We also aspire to offering some form of “residential experience” on at least one occasion during pupils’ school career

A range of other enrichment activities will be available during the year, including:

- Duke of Edinburgh’s Award Scheme
- Volunteering
- Residential visits, in the UK
- Field trips
- Visits to galleries, museums, theatres and concerts
- Individual music lessons
- Music, Dance and Drama Performances

All of the above may be offered in partnership with Trinity Special School, in order to make the widest range of options available whilst ensuring value for money.

Pupil attendance, participation and achievement in enrichment activities will be recorded and will contribute to their annual assessment.



ICT to improve learning

Riverside Bridge School will maximise the benefit of its investment in ICT to support the delivery of the highest quality teaching and learning. It will be the school's vision to be an 'e-confident' school.

The school will promote and encourage the use of ICT adaptive technologies to support students to be as independent as possible.

In the use of reliable hardware and software Riverside Bridge School will ensure that the continuing professional development of school staff and school leaders enables them to reach nationally defined standards of competence in ICT.

The school will enable pupils to develop their ICT capability through both discrete and cross curricular opportunities and ensure that planning incorporates differentiation to meet differing ICT capabilities and needs.

The school will transform learning opportunities and enhance outcomes through:

- use of ICT as a key aspect of pedagogy across the school
- creation of learning environments via a range of sensory stimuli
- creation of virtual environments that can be experienced by pupils
- affording access to learning for all pupils
- enabling environmental control by pupils
- supporting communication for all pupils
- ensuring there are no barriers to inclusion or access
- providing opportunity to use school ICT programmes and facilities outside normal curriculum time and through use of internet facilities from home

The differing needs of most pupils will be met by the three differentiated pedagogies at Riverside Bridge School but there will be some for whom additional support will be needed.



Inclusive Provision

Our inclusive policies and practices at Riverside Bridge School will meet the needs of all pupils with SEN and Disability. We will follow all Government guidelines, including in the Code of Practice, The Disability Discrimination Act 2005 and the Disability Equality Duty and have regard to Local Authority guidance.

Our aim is for all pupils to achieve the highest standards of which they are capable and to reduce the gaps in attainment between different groups of pupils. Our Special educational needs provision will cater for the requirements of pupils with learning difficulties, physical and sensory disabilities. Riverside Bridge School will promote access for, and encourage positive attitudes towards, disabled people. Our pupils will be able to participate fully in the life of the school and will have a key role in developing school policies which recognise their particular needs. This will involve utilising additional, temporary and/or extended support which we will keep under constant review.

Reviews of Education, Health and Care Plans

Education, Health and Care Plans will be reviewed annually. The school will organise these reviews and invite:

- The child's parent.
- The child if appropriate.
- The relevant teacher.
- A representative of the LA if required.
- Careers / transitions officer
- Medical personnel
- Social worker where involved
- Any other person the school considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to personalised targets.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment.
- Consider the appropriateness of the existing Education, Health and Care Plan in relation to the pupil's performance during the year, and whether to amend it.



- Share priority targets for the coming year.

Riverside Bridge School recognises that when a pupil with an Education, Health and Care Plan wishes to continue to attend education until age 19 provision in school or further education may be made at the following:

- Trinity School Further Education Centre
- Local Colleges of Further Education
- Residential Colleges of Further Education
- Riverside Secondary School Sixth Form

Riverside Bridge School recognises the important contribution that external support services make in assisting with identification, assessment and provision for the pupils needs.

When it is considered necessary, colleagues from the following support services will be involved:

- Educational Psychologists
- Medical Officers
- Speech Therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Child and Family Consultation Service
- Parent and pupil voice: 'Just Say Parents' and B and D Youth Forum
- Local voluntary groups supporting disabled children and their families



Riverside Bridge Head of School will lead and manage an inclusion team consisting of:

- Looked After Children Co-ordinator,
- EAL Co-ordinator,
- Senior speech and language therapist
- Occupational therapist
- Physiotherapist (bought in as needed)

English as an Additional Language

Although the majority of families in the Riverside Bridge School catchment area who are not of UK origin are fluent in English, and many have lived in the area for some time, there are some new arrivals for whom language will be a potential barrier.

Particular care is taken with pupils whose first language is not English. Teachers in partnership with the Speech and Language Therapy team will closely monitor their progress across the curriculum to ascertain their cognitive ability and select the appropriate pathway.

We will support families with access to translation services to ensure that learning entitlement is fully delivered.

Learning Support

Riverside Bridge School will continuously measure each pupil's progress by referring to:

- Pupil progress against the targets set by the school
- Issues raised by teachers
- Issues raised by parents

We will operate a system of termly assessments of all our pupils. These Tracking Assessments (3 per year) assess progress towards individual targets in each subject area.

Every pupil will be subject to a termly pupil progress meeting informed by progress data sourced from the PIVATS and CASPA records.

Whilst we expect the majority of our pupils to make outstanding progress others may need further interventions to be more successful. Monitoring and evaluation of interventions and their impact on pupils' learning will ensure quality outcomes for all. During the academic year the goal for good to outstanding progress for all pupils will be driven on by:

- reflection on data patterns and identification of strategies for improved outcomes;
- focused staff development to address identified needs;



- personalisation of learning through target setting, tracking and focused assessment;
- half-termly pupil progress meetings;
- half-termly scrutiny of pupil progress data;
- targeted interventions identified within provision maps;
- targeted extended schools study groups;
- budget allocations to interventions based on pupil premium and data informed needs;
- ongoing inter and intra-school moderation;
- work scrutiny;
- weekly joint planning meetings;
- high quality teaching and learning;
- targeted help for identified teachers to develop and enhance their practice and expertise in specific aspects of pedagogy, planning, preparation, assessment and evaluation;
- appraisal targets focused on teaching and learning;
- completion of any development areas identified in subject audits.

Interventions which have been identified to support pupils' progress on a trajectory to meet their targets will be recorded on a provision map which will be monitored by an Assistant Head of School. Where support additional to that of normal class provision is required, it will be provided. If, after further consideration, a more sustained level of support is needed, it will be provided through the Annual or Interim review process.

A Provision Map will focus on personalised learning approaches to overcome barriers to learning. It can include strategies such as:

- using more specific sensory learning
- teaching communication exchange
- using Occupational Therapy -inspired "heavy" work to calm and ground the pupil
- reducing the level of challenge in a pupil's day
- restructuring the pupil's physical space for learning
- adherence to structured work routines
- increasing the number of times a pupil accesses reading lessons
- participation in a language group
- seeking advice from another professional, e.g. School Nurse/Physiotherapist
- using local parent support and family-based interventions such as Portage



- joint work with families known to social care services

The Provision Map involves heightening the curriculum match for the pupil, and therefore assessment and moderation are key elements in the discussion at the Pupil Progress Meetings. Creating new Personalised Learning Objectives at the Pupil Progress Meetings supports staff to match their teaching to the pupil's needs and measure their impact on the pupil's progress. The Pupil Progress Meetings will focus on the level at which the pupil can be challenged in their learning.

Quality of teaching

Approaches to pedagogy and expectations

The ASC Pathway

At Riverside Bridge School knowledge about autism and the learning styles of autistic pupils will inform, and be fundamental to, the development of effective strategies for their teaching and learning.

The components of effective teaching and learning for the autistic pupils at Riverside Bridge School will include:

- teaching informed by the principles of structured teaching (TEACCH) ;
- high levels of organisation and structure in the physical environment to assist understanding and meaning;
- schedules and work systems to ensure the sequence of daily activities are predictable and understandable;
- visual supports to make individual tasks and curriculum understandable;
- programmes based on individualised assessment and the functional level of each pupil with intervention drawing on existing skills and interests;
- an emphasis on development of independence.

The PMLD Pathway

At Riverside Bridge School the complex learning needs of learners with profound and multiple learning difficulties (PMLD) will be recognised. In addition to very severe learning difficulties, they may have other significant difficulties, such as physical disabilities, sensory impairment or severe medical conditions.

The components of effective teaching and learning for PMLD pupils at Riverside Bridge School will include strategies which:

- take account of preferred sensory and learning channels and ways of processing information;
- focus on early communication, cognitive and sensory skills that are the foundation to all future learning and crucial to an improved quality of life;
- support emotional well-being sustained by interactive approaches where learning is contingent on good personal relationships, repetition, familiarity, predictability and sensitivity to feedback from the learner.



The SLD Pathway

At Riverside Bridge School fundamental to the development of effective strategies for teaching learners with severe learning difficulties (SLD) will be the understanding that pupils require many of the same teaching principles and strategies relevant to all learners albeit teaching that is more intensive and explicit to accommodate to different patterns and degrees of difficulty in learning.

The components of effective teaching and learning for SLD pupils at Riverside Bridge School will include strategies which offer:

- more experience in generalising knowledge learnt in one context to other contexts;
- more examples to learn concepts;
- more explicit teaching of learning strategies & reinforcement of them;
- more frequent and more specific assessment of learning;
- more time to solve problems;
- more careful checking for preparedness for the next stage of learning
- more practice to achieve mastery.

Lesson planning

At Riverside Bridge School the diversity of pupil needs demands that when planning for the implementation of the curriculum teachers have to interpret and adapt it to meet the needs, aptitudes and interests of individual pupils. Each pupil at Riverside Bridge School requires a personal learning programme requiring a balance between delivery of individual programmes and access to a curriculum that is as broad and balanced.

Many Riverside Bridge pupils will require a developmental rather than a chronological approach to learning with refinement of concepts and skills through frequent revisiting of knowledge and ideas and carefully planned progression in small steps. For many pupils their age will not be reflected in their developmental level necessitating identification of suitable entry points in each subject, planning for age-appropriate learning outcomes, activities and resources.

As part of short term planning teachers at Riverside Bridge School will:

- plan a range of activities that will interest and motivate the pupils;
- differentiate teaching approaches, methods, materials, resources and learning tasks according to individual, group and whole class needs;
- make the beginning and end points of tasks clear;
- make goals, expectations and meaning explicit through the use of visual cues, symbols, written/pictorial list or prompt cards;
- present tasks in small, manageable, clearly identifiable steps;
- develop a hierarchy of sub-goals and sequence activities towards the learning goal;



- modify tasks to build on the pupils' strengths;
- plan for increasing challenge and for generalisation of knowledge and skills;
- make explicit connections with previous skills or knowledge;
- teach routines through a structured approach.

Personal Learning Objectives

Pupils' priority needs will be reflected in their Personal Learning Objectives. By setting specific objectives, monitoring progress and identifying changes needed so the promotion of progress is facilitated. While Personal Learning Objectives are concerned with priority needs, each pupil will have other targets identified within the curriculum they are following maximising their access to a broad and balanced curriculum.

There will be flexibility for pupils to move between pedagogies should their needs and aptitudes develop and change.

Once a term, pupil progress meetings will ensure that individual pupil progress towards targets is on the right trajectory and provision maps put in place to ensure that targets will be met. Parents and pupils will receive a formal assessment against targets in each subject. Progress reports will be analysed by phase teams to identify any pupil who would benefit from additional support or a change of pathway.

Parental Satisfaction

We will carry out an annual survey of parental opinion on the quality of education provided by the school, using a parental survey form.

Our target will be to achieve at least 80% Agree or Strongly Agree verdicts for all questions.

Assessment, recording and reporting to parents

The purposes of assessment, recording and reporting are largely concerned with the development of effective teaching and learning. Providing information for other teachers, agencies and parents is an essential feature of effective practice. The 1988 Education Act has placed a legal responsibility to produce an assessment framework.

Through implementation of policy we aim to:

- Encourage and enable effective teaching and learning by helping staff understand how to assess what pupils need, identify strengths and weaknesses and move pupils on.
- Enable pupils and staff to set targets for future learning involving pupils in the assessment process at a level that they understand.
- Ensure continuity and progression and promote key skills across the curriculum.



- Motivate and encourage personal development and self-esteem through recognition of learning styles and celebration of success and achievements.
- Record, report and inform on progress and achievement to pupils, parents, staff and other agencies as appropriate.
- Provide data on individuals and groups of pupils which are open to scrutiny and lead to intervention.
- Enable the review and evaluation of the curriculum and the organisation of learning

School organisation

The school year and day – timing arrangements including registration timings

Riverside Bridge School intends to work closely with its partner special school – Trinity School - and to develop close links with the wider family of schools in the borough. Therefore, the basic core structure of the school day and year and term dates will be in line with local agreements.

However, in addition to the core operating hours and term dates, we will provide extension activities, some compulsory some voluntary, at the end of the core school day and during weekends and holidays.

Term Dates

Staggered start from Thursday 7th September 2017 Thursday 7th September 2017 Friday 8th September 2017 Monday 11th September 2017	Start of School Year First day for Upper School First day for Lower School First day for Reception
Monday 23rd October – Friday 27th October 2017	Half Term
Wednesday 20th December 2017	Last Day of Autumn Term
Thursday 4th January 2018	First Day of Spring Term
Monday 12th February – Friday 16th February 2018	Half Term
Thursday 29th March 2018	Last Day of Spring Term
Friday 30th March 2018	Good Friday
Monday 16th April 2018	First Day of Summer Term
Monday 7th May 2018	May Day
Monday 28th May 2018 – Friday 1st June 2017	Half Term
Thursday 19th July 2017	Last day of School Year



PARTNERSHIP LEARNING
RIVERSIDE BRIDGE SCHOOL

Excellence for All



Headteacher: Anna Hope (BEd, MSc) | Address: Renwick Road, Barking, IG11 0FU | Web: www.riversidecampus.com

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Timing of the School Day

Riverside Bridge Primary		Riverside Bridge Secondary	
9.00	Arrival	9.00	Arrival
9.00-9.45	P1	9.00-9.45	P1
9.45-10.30	P2	9.45-10.15	P2
10.30 – 10.45	Break / Snacks	10.15 - 11.00	P3
10.45-11.15	P3	11.00 – 11.15	Break / Snacks
11.15-12.00	P4	11.15-12.00	P4
12.00 – 1.00	Lunch (Hot Service)	12.00 – 1.00	Lunch (Hot Service)
1.00 – 1.45	P5	1.00 – 1.45	P5
1.45-2.30	P6	1.45-2.30	P6
2.30-3.15	P7	2.30-3.15	P7
3.15	End of day	3.15	End of day



Student organisation/settings/groupings

On entry pupils will be placed in one of three pedagogical routes based on the nature of their primary special educational needs.

Age and Disability Profile for Tutor Groups once school is at full capacity:

	Age Profile	Number of Pupils
Primary		
Group 1	Reception SLD / PMLD	8
Group 2	Reception ASD	7
Group 3	Yr1/2 SLD / PMLD	8
Group 4	Yr1/2 ASD	7
Group 5	Yr1/2 SLD / PMLD	8
Group 6	Yr1/2 ASD	7
Group 7	Yr3/4 SLD / PMLD	8
Group 8	Yr3/4 ASD	7
Group 9	Yr3/4 SLD / PMLD	8
Group 10	Yr3/4 ASD	7
Group 11	Yr5/6 SLD / PMLD	8
Group 12	Yr5/6 ASD	7
Group 13	Yr5/6 SLD / PMLD	8
Group 14	Yr5/6 ASD	7
	Total Primary	105
Secondary		
Group 17	Yr 7/8 SLD / PMLD	8
Group 18	Yr 7/8 ASD	7
Group 19	Yr 7/8 SLD / PMLD	8
Group 20	Yr 7/8 ASD	7
Group 21	Yr 9 SLD / PMLD	8



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Group 22	Yr 9 ASD	7
Group 23	Yr 10 SLD / PMLD	8
Group 24	Yr10 ASD	7
Group 25	Yr 10 SLD / PMLD	8
Group 26	Yr10 ASD	7
	Total Secondary	75

Because of the small numbers in each year group, and the need for pedagogical distinction for different disabilities, tutor groups may be vertically grouped, with Assistant Heads of School assuming a pastoral lead within their role.

Safety and Supervision of Pupils throughout the Day

Staff have a responsibility to give special attention to the safety and supervision of pupils/students at all times.

Attendance and registration arrangements

Riverside Bridge School is committed to providing an effective and efficient education for all pupils. We believe that all pupils benefit from education and from regular school attendance. We will endeavour to ensure that all pupils achieve maximum possible attendance and that any problems that impede full attendance are identified and acted upon as soon as possible.

Although many of the pupils at Riverside Bridge are brought to school on school transport and non-attendance at school is rarely related to issues such as truancy staff recognise the need to be vigilant where pupils show a poor pattern of attendance and to work in partnership with families to ensure that attendance is maximised and the highest of standards achieved.



Roles and Responsibilities

Parents or Carers

The school wishes to work in partnership with parents/carers to achieve good school attendance. The minimum target attendance for all pupils registered at this school is **95%**. Parents have responsibilities, which are outlined in the Home-School agreement. Parents of children of compulsory age are required to ensure that they receive efficient full-time education suitable to their age, ability and aptitude and to any special educational needs they may have, either by regular school attendance at school or otherwise. (Education Act 1996)

Parents/carers should contact the school on the first day of a pupil's absence via the by telephone.

They should state the reason for their child's absence and also the date they are expected to return to school. When the pupil returns to school the parent or carer should write a note in the child's home / school diary to explain the absence to the Class Teacher, in addition to the original telephone call / message. Information from parents/carers regarding absences are received in good faith. Only the school has the power to authorise the absence.

When an appointment has been made for medical reasons, the Class Teacher should be notified in advance.

Pupils

Pupils are expected to attend school regularly. The target attendance for all pupils is a minimum of 95%.

The Head of School

The Head of School has day to day responsibility for attendance and will ensure that the school meets the legal requirements for all aspects of school attendance, sets required targets for attendance, reduces unauthorised absence and publishes attendance figures.

The Head of School will ensure that parents and where possible pupils are aware of their responsibilities regarding attendance. This will be supported in the signing of the Home School Agreement.

The Head Teacher has a duty under the Education (Pupil Registration) Regulations 2006 to make a return to the Local Education Authority where a pupil has been absent for more than two weeks.

Partnerships

Schools will discuss issues with pupils and contact parents if there are concerns, likewise within the partnership we at the school wish to have with our pupils and parents, we expect to be contacted by parents if they have any concerns about their child's attendance, or any other matters. The school will arrange to meet with parents who have concerns as a matter of priority and work with them in the interest of their child.



Working with the wider community

As Riverside Bridge School develops we will seek to form close and productive relationships with a range of local voluntary and community groups.

Promoting good community relations

Riverside Bridge School provides a much-needed educational service both to the new and to the established residents of this disadvantaged community. Community cohesion has special significance given that the new school will provide education for all local families, whether from the long-established White British community, the more recently settled ethnic minority communities or those who will be moving to the new housing developments.

The school will become a focus for change in the community by supporting families in providing excellent opportunities in their children's education, parenting strategies for parents of disabled children via a home intervention service and opportunities for respite through the out of hours learning programme.

Our experience in the local community shows that already many people are excited at the job opportunities afforded by Riverside Bridge School. In particular local parents have expressed interest in training opportunities to become Teaching Assistants and to further their experience as Special Needs support workers. We believe that the school will be a highly attractive place for young teachers to begin their career.

All pupils at the Riverside Bridge School will have the responsibility to help others through social enterprise and opportunities to engage in community work. They will be encouraged to participate in local activities and support charities in this country and overseas.

Sharing facilities with other schools and the wider community

Extended services form a key part of our strategy to promote excellence by developing personal skills and learning through a wide variety of interests for and with the whole family.

Riverside Bridge School will work with its mainstream co-located school, Riverside School, and local community groups to promote the widest possible community use of school facilities.

Date approved:	Draft for approval by Governors
Review Frequency:	Every three years
Date next review due:	February 2017
Scope of Policy:	This policy applies to all staff, students and volunteers at Riverside Special School



Introduction

Riverside Special School is an all aged special school catering for pupils with severe, profound and complex learning disabilities between the ages of 4-16. The school is a designated free school/academy and is controlled by the Partnership Learning Trust. The admissions policy has been drawn up in order to ensure that children with severe, profound and complex needs are admitted in a systematic efficient manner and that placement is made with confidence that the school can meet the special educational needs of each pupil.

Riverside Bridge School : Admissions Policy

The following principles will apply:

The admissions authority for the school is that of local authority SEN admissions/placement teams.

The school admissions policy conforms to that of the DFE special educational needs Code of Practice 2014.

The equality Act 2010 prohibits schools from discriminating against disabled children in respect of admissions for a reason related to their disability.

The school expects that all pupils referred to them for admission will have severe, profound or complex learning disability. In addition to a learning difficulty the child may also have other needs including:

- Sensory impairment
- Physical disability
- Autism
- Complex medical needs
- Communication difficulties

Admission to Riverside Bridge School is when the school is the named educational provision recorded in a pupils Education, Health and Social Care plan (EHC).

A Local Authority will provide the school with any reports, assessments or documents relating to the child. The school will not be expected to consider the suitability of a request for admission without receiving all relevant paperwork outlining the child's needs.

Riverside Special School will agree to be the named school in a pupil's final EHC plan, except where we feel the following conditions may apply:

- The school cannot meet the child's SEN;
- The placement would be an inefficient use of resources ; and
- The placement would be incompatible with the efficient education of the other children with whom the child will be educated

Assessment Placements

The governors of Riverside Bridge School recognize that it is not always possible when pupils are very young or new to the country to determine their level of special educational health and social care needs. Where necessary a Local Authority may request the school admit a pupil for a period of assessment in order for the child's needs to be determined. If this is the case the school will produce a report in the timescales determined to inform the content of the EHC plan. This report will conform to the Special Educational Needs code of practice 2014.



Admissions Procedures

Children can be referred to the school from a variety of places but can only be admitted to the school following a decision to 'name' Riverside school by a Local Authority Provision/Placements Panel and the school governors formally state that the school can meet the special needs of that individual child. When this is the case the referring authority accepts financial responsibility for the 'top up' funding of the place,

The school is currently funded for a set number of pupils determined by the Trustees of the Partnership Learning Trust.

Where the school is requested to take a pupil and the appropriate class group is full but there are places available within the school, the school will enter into discussion with the Local Authority about the admission arrangements in the individual case.

Interested Parties may request that a parent/carer visits the school. Whilst we positively welcome such visits, it is for a Local Authority Provision/Placements Panel to determine if the provision is both necessary and appropriate.

Where a child is to be admitted to the school a Local Authority will inform the school in writing of its decision.

Following the notification of placement the Local Authority will write to notify the parents in the first instance and at the parents request organize the provision of transport if the child has special transport needs.

Prior to admission a member of school staff (normally the teacher) and the Special School Community Nurse will arrange a home visit to meet the parents and complete any admissions documents with the parents. The school nurse will also wish to discuss any medical issues with parents prior to the child starting school.

Children of statutory school age will start school as soon as arrangements for admission have been completed.