

SEND Policy



RIVERSIDE BRIDGE SCHOOL
'EXCELLENCE FOR ALL'



Ratified by Governors: June 2018
To be reviewed: June 2019



Riverside Bridge School

SEND POLICY

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| Review Frequency: | Annually |
| Date of ratification: | June 2018 |
| Date next review due: | June 2019 |
| Scope of Policy: | This policy applies to all staff, students, governors and volunteers at Riverside Bridge School |

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1.0 INTRODUCTION

- 1.1 Riverside Bridge School caters for pupils aged 4-16 years and offers targeted support for pupils where there is an Education, Health and Care Plan (EHCP) and needs arising from severe/profound learning difficulties and severe learning difficulties with autistic spectrum disorder.
- 1.2 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.
- 1.3 Riverside Bridge School is an inclusive school where every child is valued and supported to achieve as full and independent a life as possible.

1.4 At Riverside Bridge we aim to deliver:

- Focused lessons with sharp objectives
- High demands of pupil involvement and engagement with their learning
- Appropriate use of teacher questioning, modelling and explaining with high levels of interaction for all pupils
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and positive praise to engage and motivate pupils

2.0 LEGISLATION AND GUIDANCE

2.1 This policy and information report is based on the statutory [Special Educational 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
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3.0 WHAT IS SEND?

3.1 A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

3.2 They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

3.3 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.0 RIVERSIDE BRIDGE SEND PATHWAYS

4.1 Our curriculum model is distinctive in the offering of three clear pathways, differentiated by the teaching and learning requirements of each of our pupil groups. We believe our three distinct and differentiated pathways offers 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
- Pastoral programmes to be appropriately differentiated

4.2 The ASC (ASD) Pathway.

At Riverside Bridge School, knowledge about autism and the learning styles of pupils with autistic spectrum conditions informs, and is fundamental to, the development of effective strategies for their teaching and learning. The components of effective teaching and learning for pupils with ASC Riverside Bridge School 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;
- Emphasis on development of independence.

4.3 The PMLD Pathway.

At Riverside Bridge School the complex learning needs of learners with profound and multiple learning difficulties (PMLD) are recognised. In addition to very severe learning difficulties they may have, other significant difficulties, such as physical disabilities, sensory impairment or severe medical conditions are provided for. The components of effective teaching and learning for PMLD pupils at Riverside Bridge Special School 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.

4.4 The SLD Pathway.

At Riverside Bridge School fundamental to, the development of effective strategies for teaching learners with severe learning difficulties (SLD) is the understanding that they 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 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

5.0 ROLES AND RESPONSIBILITIES

- 5.1 Your child's class teacher is responsible for the day-to-day support for your child in partnership with Learning Support Assistants.
- 5.2 The Head teacher has ultimate responsibility to ensure that there is sufficient support for all pupils across the school.
- 5.3 The Head teacher is responsible for reviewing and updating the SEND Policy in line with legislation and the fluid needs of the school.
- 5.4 The Assistant Head teacher (Pastoral Care and Designated Safeguarding Lead) is responsible for the well-being of pupils
- 5.5 The Assistant Head teacher (Teaching and Learning) is responsible for ensuring that the pupils are experiencing a broad and balanced curriculum with access to all areas where the pupils needs allow. In addition they are responsible for the quality of teaching that takes place around the school.
- 5.6 The Assistant Head teacher (Organisation) is responsible for ensuring the pupils are adequately catered for to meet their needs through training, equipment, pupil/staff ratios as well as ensuring the physical environment is suitable to meet the needs of the pupil.
- 5.7 The Assistant Head teacher (Data) is responsible for ensuring that all pupils are making proportionate progress according to the needs of the individual pupil.
- 5.8 The governing body is responsible for ensuring the school's provision for pupils with special educational needs is adequate.

6.0 SUPPORT FOR PUPILS

- 6.1 All staff are provided with information about the individual needs of pupils so learning can be adapted as necessary. Lesson plans are differentiated for individual pupils according to their needs, and High Quality teaching strategies are put in place in order to support those requiring additional support.
- 6.2 We also take account of the different needs of girls and boys; minority ethnic and faith groups; children who need support to learn English as an additional language; children with special educational needs; gifted and talented children; children who are at risk of disaffection or exclusion; travellers and asylum seekers; vulnerable children.
- 6.3 Teachers are also familiar with the relevant equal opportunities legislation covering race, gender and disability.
- 6.4 Co-educators provide additional adult support within the classroom environment and in social areas around the school to make good progress.

6.5 All classes at Riverside Bridge are taught in small groups, with occasional 1:1 sessions when appropriate. Children are taught in mixed ability classes.

7.0 EXTERNAL AGENCIES

7.1 School works closely with the following services: educational psychologist; speech & language therapist; occupational therapist; specialist teachers; social care.

7.2 Our staff receive regular in-house training with regard to all aspects of SEND and, where necessary, specialised training to meet the needs of pupils with specific learning difficulties.

7.3 Professional meetings are arranged between health & social care, the local authority and other organisations when necessary to support pupils and their families.

8.0 HOME/SCHOOL COMMUNICATION

8.1 At Riverside Bridge we feel the communication with parents and school is paramount. Therefore all pupils are provided with a Home/School diary for staff and parents to communicate, especially where there is not direct face to face contact on a daily basis.

8.2 Riverside Bridge encourages parents to contact the school regarding any concerns or queries they may have at any time.

8.3 There are two parents evenings held throughout the year, the first will be held in the Autumn term and the second in the Summer Term.

8.4 Annual reviews for EHC Plans, transfer meetings from one key stage to another are held in the Spring Term.

8.5 Riverside Bridge will hold a variety of sessions throughout the year for parents to attend, such as coffee morning or workshops. This is a good opportunity for parents to build support networks as well as discuss any concerns or worries they may have with either other parents/carers or staff.