



SEND Information Report

Aims

Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Legislation and guidance

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

About Us

Riverside Bridge School is an all-through day special school for pupils with complex learning needs, within the categories of ASC, PMLD, MLD and SLD. All our pupils have Special Educational Needs. Riverside Bridge School welcomes pupils who have an Educational Health and Care Plan that identifies their primary need as one of the above and states that their needs can only be met in a specialist provision or that the pupil is currently in the process of being assessed to have an Education Health and Care (EHC) plan issued, where a specialist school is likely to be the outcome. We currently have pupils from Year 1 through to Year 11 living across the London Borough of Barking and Dagenham. Although we do have an early-years provision we do not currently have any pupils on roll in the Reception year group.

The school is part of the Partnership Learning Trust family of schools. As a Partnership Learning school there is a focus on innovating practice and inspiring teachers and support staff by collaborating with staff from other schools. Riverside Bridge School is a fully inclusive place of learning which ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally.

The school is dedicated to working in partnership with parents/carers, mainstream schools, other education providers, and a range of other agencies involved with young people with additional needs. This commitment to the social inclusion of our pupils aims to address the barriers to learning which present themselves on a daily basis to our pupils and the challenges their families face as a result.

Parents/Carers and other Local Authorities cannot apply directly to Riverside Bridge School, all requests for placements need to go via the EHC Team from London Borough of Barking and Dagenham (ehc@lbbd.gov.uk). The school cohort are directed to the school by the Local Authority through the consultation process. The consultation documents are reviewed by a panel consisting of professionals from a range of SEN, educational and behaviour services who meet once a month to consider consultations. Prior to a consultation being submitted, parents/carers



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and the young person can request a tour of Riverside Bridge School. Should the parent/carer have any further questions they are able to arrange a discussion with the Assistant Headteacher from the appropriate curriculum pathway to gain more knowledge about the school's offer and resolve any questions they have about the provision. Please see the section below for the full consultation procedure. Admission is granted at Riverside Bridge School where it is deemed we are able to meet the child's social and emotional needs, educational needs and where there is a relevant space available to accommodate these needs.

Most pupils have underlying complex special needs including speech, language and communication difficulties which falls into line with the majority of pupils having a diagnosis of Autism Spectrum Condition.

The vision for the Trust is "Excellence for all", which reflects our desire to ensure all pupils are able to learn the academic skills they require for them to live as independent lives as they can in their future. We link with outside agencies to provide multi-agency responses to our children's needs in order to develop their learning in a way that suits their needs, abilities and overcomes their own personal barriers. Over the last two academic years Riverside Bridge School has had a total of 12 pupils move onto Barking and Dagenham College for their next step in education and one pupil has transferred to Trinity Further Education College.

Our pupils are given the openings to transfer the skills they learn within the classroom to the local community. We offer the pupils the opportunities to take part in weekly off-site visits where they can adapt the skills learnt in school into different environments. Parents/Carers are also encouraged, through our assessment programme, to record evidence of their child using their transferred skills to show generalised achievement of learning a skill.

Consulting and Involving Parents and Pupils

- Where it is considered that Riverside Bridge School would be an appropriate setting, any application for consideration is required to be submitted in writing to the EHC team with an explanation of why the current setting is not appropriate and why Riverside Bridge School is appropriate to meet the child's needs.
- If this application is not successful, the EHC team will write to the applicant.
- If this application is successful, the EHC team will send a consultation to Riverside Bridge School. Riverside Bridge School has 15 working days to respond to the consultation. In this time the school will consider the following points:
 - EHC plan – the overview of the pupil, academic needs/ability, sensory needs, likes/dislikes, medical needs, behaviour, communication needs/ability, Physical needs/ability, Personal Hygiene needs/ability, ongoing areas of concern, parental and pupil views, achievements, aspirations and outcomes
 - SALT report (where provided) – communication needs/ability
 - Educational Psychology Report (where provided) – barriers to learning, strategies in place to support the child
 - CAHMS report (where provided) – mental health needs, social and emotional needs
 - Occupational Therapy Report (where provided) – sensory needs, physical needs/ability
 - Physiotherapy report (where provided)
 - Medical Reports (where provided) – medical needs
 - Previous Annual Review Reports (where provided)
 - Current working academic levels
- Riverside Bridge School will usually carry out a visit to observe the child in their current setting, or at home if the child is not attending a school. At this visit, we will be observing the child's classroom routines, academic ability, provision currently in place (what works, what does not work), levels of support in place, strategies



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in place to meet needs, communication needs/ability, levels of medical support required, levels of physical support required for mobility, personal hygiene, physiotherapy etc, behaviour in an educational setting.

- Riverside Bridge School will make a decision on the suitability of the school for the child. We are required to return our decision within 15 working days to the London Borough of Barking and Dagenham EHC Team. The decision does not get sent to the current attending school, requesting Local Authority or applicant where the application has been made direct from the parent/carer.
- If the decision has been to not offer a placement, the EHC team will write to the applicant to explain why the application on this occasion has not been successful and advise on the appeal/tribunal process.
- If the decision has been to offer a placement, the EHC team will write to the applicant. The EHC team will amend the EHC plan to name Riverside Bridge School in section I of the child's EHC plan.
- Riverside Bridge School will arrange a home visit to meet with parents/carers and the pupil in their home setting to find out more details about the child and to hand over necessary paperwork for parents/carers to complete before the child is able to start school.
- Once all the forms have been completed and returned to school, Riverside Bridge School will notify the parents/carers of a start date for their child.

Assessing and Reviewing Pupils' Progress towards outcomes

Riverside Bridge School follows the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher carries out an ongoing analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil, Assessment for Learning
- Their previous progress and attainment and behaviour
- Other teachers' and external professionals assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views The pupil levels area graded using four criteria, early demonstration of skills which are referred to as Emerging, more consistent demonstration of skills-Developing, demonstration of skills independently in a variety of environments within school -consolidating and the successful application of the skills learnt in school in the local community and the pupils home-generalising.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Pupil's progress at Riverside Bridge School is recorded with evidence through an online assessment platform, Earwig. Parents will have access to their pupil's progress records at all times and are also encouraged to upload their own evidence of their child's progress towards individualised targets. Pupils progress is discussed at parents' evenings and the EHCP annual review meeting.

Pupil's attainment is measured and progress discussed through data collection and outcomes of pupil learning within specific learning areas. Pupil's progress is monitored by the Assistant Headteacher for the curriculum pathway termly. We recognise that some pupils take a longer than others to move from one target to the next.

Annual Review Process

Every year parents/carers and other professionals are invited to their child's EHCP Annual Review meeting, to discuss the pupil's progress and review the EHC plan. This invitation date and time will be sent out at the beginning of each academic year as well as a reminder letter closer to the date. We strongly recommend parents/carers to attend the



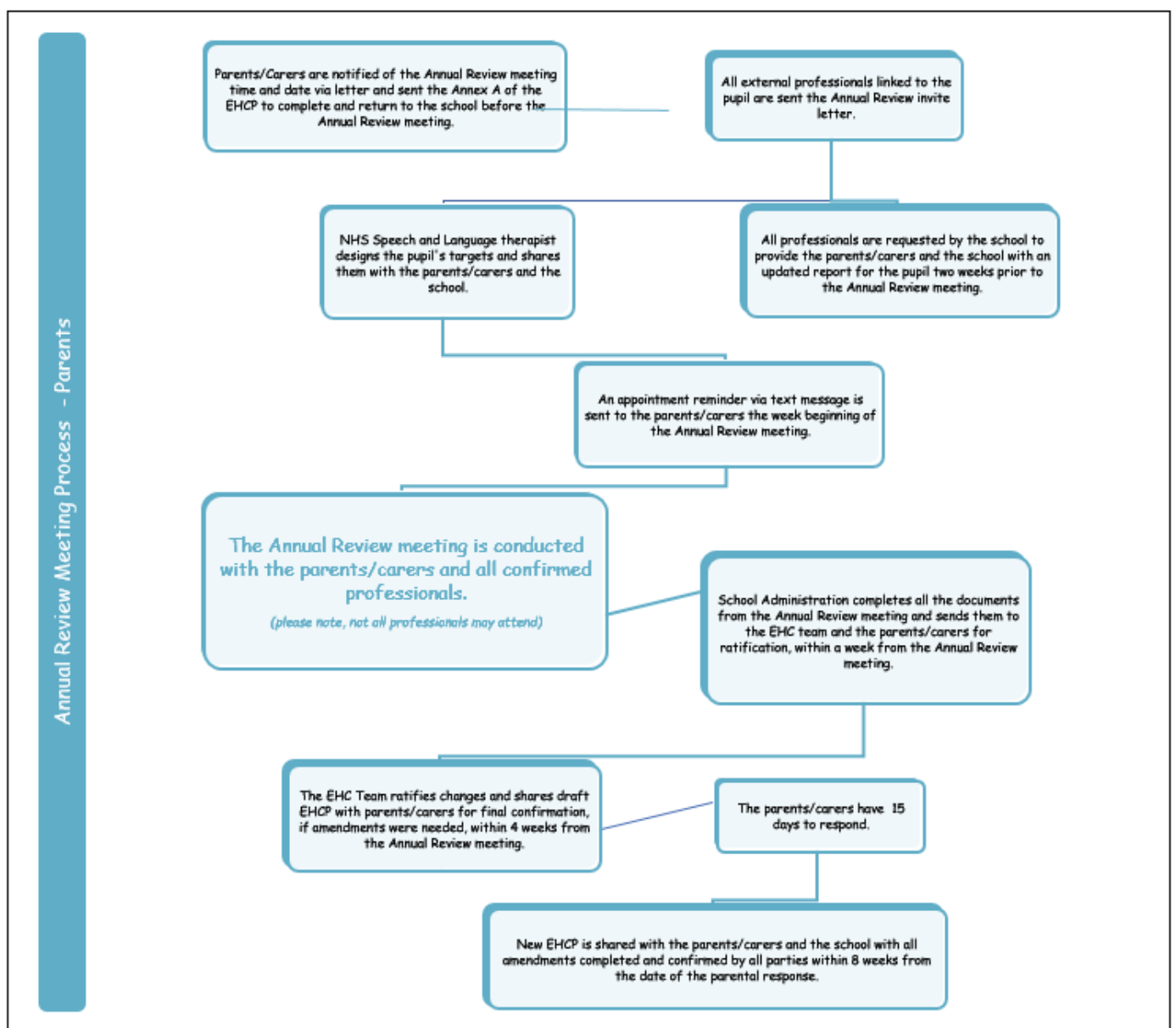
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annual review meeting to have their voice heard and the voice of their child. However, if parents/carers are unable to attend the meeting, generally the annual review process will still go ahead without the parent/carer's attendance. The meeting will only be rescheduled in exceptional circumstances. Where professionals are unable to attend, we request that they send a report to the school in time for the meeting. Riverside Bridge School have an obligation to ensure that all paperwork from the annual review meeting is submitted to the local authority EHC team of which the pupil resides within 10 days of the annual review meeting. EHC outcomes and intervention targets will be reviewed on a termly basis and new targets are set where applicable. These are in addition to pupils' targets.



Identifying Pupils with SEN and assessing their needs

All of our pupils have already been identified as having SEN. Other needs may be diagnosed whilst pupils are at Riverside Bridge School.



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Our protocol for identifying SEN is that all pupils are formatively assessed by teachers and supporting staff as an ongoing process throughout the pupils entire time at Riverside Bridge School. Some pupils develop other difficulties as they go through the different stages of their lives. Riverside Bridge School are committed to identifying changes in needs as they develop. All staff are able to make referrals through our internal procedures to the relevant persons. Internal support referrals may cover access to the Behaviour team, Speech and Language Team (NHS and Blossom Tree), School Nurse (NHS) or the Assistant Headteacher of the relevant curriculum pathway. Initially the class teachers first contact would be with parents to see if they are witnessing similar behaviours/traits. Together home and school will work on a way to overcome the new barrier if this is appropriate. Where the need for external assessment and support is required, Riverside Bridge School will make the appropriate referrals.

Communication with Parents/Carers

At Riverside Bridge School we welcome and value contact with our parents/carers. As many of our pupils travel to school via borough transport, face to face contact is limited. However, we still put a strong emphasis on the importance of communication between school and home is vital to ensure there is consistency across both settings. Each child is given a home school communication diary at the beginning of the academic year, through which we encourage parents/carers to communicate any important information about their child's routines, health, so staff are always up-to-date with each child's needs. Staff will also report daily to parents/carers of how their child's day has gone on. Any queries, questions or concerns should initially be taken up with the class teacher. Should parents/carers wish to speak directly to their child's class teacher, a request in the diary will prompt a telephone call or a face-to-face meeting at an appropriate time. If the parent/carer wishes to escalate, they can request a discussion/meeting with the Assistant Head Teacher for their child's curriculum pathway. Parents/carers are also able to send messages through the text system or by email to bridge@riverside.bardaglea.org.uk where the receptionist will pick up the message and direct it to the correct person. There are two parents evening sessions each year which gives parents and class teachers the opportunity to discuss each pupil's progress, next steps and any future personalised targets, thus putting the child at the centre of the discussion.

Supporting Pupils with Special Educational Needs/Disabilities and their Families

Riverside Bridge School works in partnership with families to help them support their child's learning outside school. Families are also signposted to services/organisations through the Partnership Learning Trust and/or Barking and Dagenham Borough's Local Offer. Alongside the Senior Leadership Team, we have a dedicated Safeguarding and Welfare Officer who is able to remain in close contact with families to assist them in finding appropriate support. Our safeguarding team lead by the Designated Safeguarding Lead completes Early Help Assessments with families. We have an open approach and encourage Parent/Carer Meetings to increase pupils' participation and sense of belonging.

Pupils' needs, although predominantly learning needs, can also be affected by social, emotional and economic deprivation. Pupils are more at risk because of these vulnerabilities and a large number require additional interventions from a variety of agencies where home and school are unable to overcome the barriers these vulnerabilities may cause. Where concerns are identified, we will let families know about the concerns affecting the pupil's learning through phone calls/communication in the home school diary. Invitations to come into school to talk about concerns as they arise may be needed. Meetings are arranged promptly and a member of staff who knows about the child can be made available at notice to see parents/carers if they wish to come into Riverside Bridge School to discuss these concerns.



Riverside Bridge School has a parent forum, where parents/carers are encouraged to go through this route if they have any generic school questions. The parent representatives will direct any concerns or questions onto the school for addressing.

Our Safeguarding and Welfare Officer organises half termly coffee mornings as well as parent workshops where we invite in external providers to discuss the provision they can offer. These give parents/carers the opportunities to create their own support network of families that face similar obstacles in daily life to their own.

Our Literacy Lead offers a reading support scheme for parents/carers to attend, whereby parents/carers can see how we teach reading to their child. As an addition to this we have a library where parents/carers can borrow a book to share with their child.

Supporting pupils in preparing for adulthood

All pupils at Riverside Bridge School access AQA award units to show the progress they make in relation to topic themed activities as well as personalised skills such as tying shoe laces, or preparing a snack independently. The Unit Awards allow all pupils to make progress in a variety of skills, over their time with us. Our aim is to at pupils are exposed to the skills needed in later life as well as allowing us to give some form of recognition from small steps to significant achievements. Certificates are recorded and awarded to pupils at the end of their time with us.

The Unit Award Scheme (UAS) is a unique recording of achievement scheme, rather than a qualification. It offers learners the opportunity to have their achievements formally recognised with a certificate each time a short unit of learning is successfully completed. There are no limits on: what can be accredited, as long as it is worthwhile and meaningful for the learner who can achieve, in terms of age or ability; how long it takes to achieve or when this takes place; how learning can be evidenced. Flexibility is key with UAS, and their motto is 'Achievement for All'. We encourage and support all our pupils to show what they can do, rather than what they can't do.

At Riverside Bridge School, in line with the Government's careers strategy, we aim to make sure that all pupils, from the age of 4 to 16 and whatever their needs are, access a bespoke education through our development of a Work-Related Learning Curriculum, which enables our pupils to develop career awareness and employability skills. We believe providing opportunities to learn by doing, which are relevant and inspirational for all our pupils is as essential as high-quality careers advice and practical support in terms of access if pupils are going to achieve their potential in their future life. We therefore strive to prepare our pupils for the next stage in life, whether that be the next part of their education or ultimately the work place.

We measure and assess the impact of our work-related learning programme through: the Gatsby Benchmarks which we use to measure the quality of our provision and to develop it further; our Year 11 Destination Figures. We ensure that we track our Year 11 school leavers each summer to confirm post-16 plans, and we aim to have as few 'NEET' (Not in Education, Employment or Training) destinations as possible. A strong investment in our work-related learning programme reflects our positive destination figures, with all our pupils getting into college in the last two years.

From year 9 onwards each pupil's annual review will include a transition discussion for post 16 planning.

During year 10 and year 11 pupils will all have the opportunity to attend work experience in a setting of their choice. Where required, they attend work place environments with support from a familiar adult. Where this may be more



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of a challenge for some of our pupils, we provide opportunities to complete work experience within the school building, such as shadowing the caretaker, supporting in a peer class or carrying out admin tasks around the building.

Pupils in Year 10 & 11 have the opportunity to engage in work experience. This opportunity to go and work in the wider community is invaluable and allows our pupils: to apply the transferable skills learned in the classroom in a real-life context; to further improve their skills by making learning more relevant and practical; to develop their personal and social skills; to develop an understanding of work and its related responsibilities; to broaden their awareness of the world of work; to be introduced the knowledge and skills of particular occupational area/s; and to begin to make the transition from school.

Year 10 sees the start of our Accreditation phase of education. At Riverside Bridge School we offer ASDAN, Personal Progress as an award. This Entry Level 1 qualification is a stepping stone onto further education in a post-16 setting. The course covers the following areas, Employment Skills, Independent Living, Good Health and Community Inclusion. Students will be assessed in a range of areas suited to their personal level of skill and exposed to a range of out of school learning opportunities.

This course is offered to our Key Stage 4 pupils. This course has been developed for learners with a wide range of learning needs and abilities and provide meaningful outcomes through a person-centred approach that prepares learners for adult life. The Entry 1 qualification in Personal Progress is approved by Ofqual qualifications and made up of units in the following areas: Literacy, Numeracy and ICT; Employment; Independent Living; Good Health, Community Inclusion.

Healthy Living and Fitness Award - Through this course, our pupils learn ways in which they can contribute to a healthy lifestyle and are encouraged to demonstrate activities which will improve their own lifestyle. They learn to become active contributors when working with others on group activities and to be able to review their own progress and skills development and how to identify and work towards goals appropriately. They are provided with the opportunities to develop decision-making skills which will enable them to make appropriate choices in their own lives and to develop an understanding of the link between food and health. They are also able to acquire a knowledge and understanding of safety and hygiene when preparing, cooking and serving food.

We work hard to ensure all pupils have a realistic and aspirational post-16 placement. We aim to ensure all pupils transfer successfully to an appropriate destination. SEN pupils will be offered additional transition visits to Further Education providers; accompanied by familiar staff and family members.

SMSC:

At Riverside Bridge School, we recognise that the personal development of pupils spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides all our pupils with opportunities to explore different beliefs and experiences and develop their own values, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards others and an understanding of their social and cultural traditions and an appreciation of the cultural diversity and richness of their community.

British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all staff by providing a model of behaviour for our pupils.



PSHE

PSHE supports children to be healthy, active and lead fulfilling lives. Children learn to respond positively to challenges, solve problems, handle risks and develop self-confidence. It lays the foundations for long term well-being and contributes to children's spiritual, moral, social and cultural development (SMSC). Pupils develop an awareness of what is acceptable and unacceptable behaviours towards their peers within social situations and how to manage their relationships they form with others; they learn about their place in society and their responsibilities both as individuals and as members of their communities. Pupils also learn about their changing bodies, caring for and looking after their bodies; and as they become more confident children and develop a growing self-awareness, they learn to make informed decisions that will enable them to lead happy and healthy lives and they use their pupil voice to influence decisions - thus experiencing aspects of British values.

Our approach to teaching pupils with SEN

In Riverside Bridge School, our provision starts with the philosophy that, regardless of ability, all pupils deserve access to a broad and balanced curriculum which is differentiated to their own needs. We realise that all children learn in different ways therefore teachers try to incorporate different learning styles into their lessons. Many of our children are kinaesthetic learners (pupils who prefer to learn whilst moving about) and enjoy hands-on learning with regular movement breaks.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Learning Support Workers in class, known at Riverside Bridge as Co-Educators
- Educational Psychologist Support, where required
- Speech and Language Assessments annually, this provision is provided by NHS
- Zones of regulation
- Life skills curriculum

All pupils at Riverside Bridge School are taught in mixed ability groups year groups. Reasonable adjustments are made to curricular activities to allow all pupils with SEN to play a full part in all aspects of school life. We are extremely committed to equality of all kinds, therefore all school trips/ activities and extra-curricular activities are open to all eligible pupils unless a risk assessment has identified that a child's participation would cause a Health and Safety risk to themselves, other pupils or staff. In most classes there are three members of staff (one teacher and two co-educators) in each classroom and because the majority of our pupils have behaviour difficulties, all pupils are supervised by adults throughout the day both in the building and out on the playground in order to keep everyone safe.

There are a number of external professionals who come to Riverside Bridge School to work with/assess pupils. They include:

- Educational Psychologists
- Speech and Language Team (NHS)
- Speech and Language Team (Blossom Tree)
- Child and Family Mental Health Services (CAMHS)
- Health Services



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- Barking and Dagenham CIAG Post 16 team (Support with Training and careers)
- Early Help team
- Children's Social Care
- Occupational Therapist
- Physiotherapists
- Hearing Impairment Team
- Visual Impairment Team
- Police
- Children's Services & Family Partners, including NSPCC and Tiger Tiger.
- A number of pupils and their families need support from professional social workers or family partners. These people visit Pathways to meet with the pupils they are involved with.

Referrals are made, where appropriate, by staff for specialist SEN support services.

Expertise and Training of Staff

All staff have completed and continue to receive ongoing training in special needs and disabilities. We provide training four days a week between the hours of 8:30am and 9:10am, these sessions cover a regular pattern of Behaviour and Safeguarding, Makaton, Teaching and Learning and Speech and Language. In addition to this we actively encourage our staff to identify their own CPD needs and access external courses. The majority of our staff are Team Teach Trained and new staff undergo this training within 3 months of joining our staff. Staff also attend half termly twilight sessions which enable greater depth to training.

Support for improving Behaviour and Social Development

At Riverside Bridge School, some of our pupils may demonstrate challenging behaviours, and all staff are well trained to manage these occasions, with safety for all at the centre of our practice. Riverside Bridge School is a calm and purposeful environment in which to work. As a school, we recognise that all behaviour is a means of communication, which is why class teams create individual Zones of Regulation Plans for all pupils. We understand the importance of helping the pupils understand their own behaviours and working with them to create strategies. After a "crisis" level of behaviour, pupils are given sufficient time to regulate, calm and reflect. In addition to Zones of Regulation Plans, some pupils may have individual risk assessments, where pupils who display high levels of behaviours (such as high levels of damage to property/building, self-harm, inappropriate touching and physical assaults) will have an emergency plan in place which may result in collection by parent/carer to ensure that the pupil's emotional well-being and safety is protected.

Behaviour and anti-bullying policies are in place and regularly reviewed by the Behaviour Lead and the Senior Leadership Team. All behaviours that are logged (level 2,3 and 4 behaviours), are recorded on our online system Sleuth. The Behaviour Lead reads all logs that are entered and assigns a level to the behaviour. This enables all staff to monitor and track patterns in behaviour and implement strategies, or triggers further input from professionals.

All pupils at Riverside Bridge School have a regulation plan in line with the zones of regulations. However, a number of pupils at Riverside Bridge School have individual risk assessments in place to help staff and pupils respond appropriately to specific behaviours which may be exhibited. This is significant to self-harm, damage to property, inappropriate touching and physical assaults.



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Complaints

Any parent (or in the case of Looked After Children - designated carer) who wishes to make a complaint about SEN provision at Riverside Bridge School should, in the first instance, make an appointment to meet with the Deputy Headteacher. We will make every effort to resolve issues informally and accommodate parental wishes. If a parent feels that the issue has not been resolved to their satisfaction they should contact the Headteacher and/ or the Chair of Governors. We have a Complaints Policy on our website. Representatives of 'Looked after Children' can also approach the Head of the Virtual School (Janet Cassford) for Looked after Children. We are happy to provide copies of the school's SEN policy on request.

School entitlement to pupils with Special Educational Needs or Disabilities

Our practice is guided by the 2015 Code of Practice for SEND -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The SEND Code of Practice 2015 (COP) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 (the Act) and associated regulations, and applies to England. It came into force in September 2014 and was last revised in January 2015.

Needs or Disability	Support available within the school
Communication and Interaction Needs ➤ Speech, Language and Communication Needs ➤ Social Communication difficulties	➤ Visual Timetables including use of whole day timetables, part day timetables, now and next, objects of references, symbols and pictorial schedules ➤ Areas of low distraction/ calming areas ➤ Constant support/supervision (one teacher and one co-educator or one teacher and two co-educators dependent on needs within the classroom, middays supervisors) ➤ Recognition that challenging behaviour is a form of communicating that something is not right ➤ Social skills programme ➤ Specialist support such as speech and language programmes ➤ Small group classes to improve skills ➤ Strategies/programmes to support speech and language development (as directed by the Speech and Language Team) ➤ Strategies to reduce anxiety and promote emotional well-being ➤ Planning, assessment and review ➤ Work with pupils, parents, carers and staff to develop and review plans based on the need(s) of the pupil ➤ Teaching resources are routinely evaluated to ensure they are accessible to all pupils ➤ Differentiated curriculum and resources ➤ Use of social stories/ narratives ➤ Very clear expectations and boundaries/ preparation for change ➤ Access to communication aids such as communication boards, CIP boards
Cognition and Learning Needs ➤ Moderate Learning Difficulties	➤ Visual Timetables including use of whole day timetables, part day timetables, now and next, objects of references, symbols and pictorial schedules ➤ Constant support/supervision (one teacher and one co-educator or one teacher and two co-educators dependent on needs within the classroom, middays



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<ul style="list-style-type: none"> ➤ Severe Learning Difficulties ➤ Specific Learning Difficulties ➤ Profound and Multiple Learning Difficulties 	<ul style="list-style-type: none"> ➤ supervisors) ➤ Social skills programme ➤ Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to ➤ Planning, assessment and review ➤ Access to teaching and learning for pupils with special educational needs is monitored through the school's self-evaluation process ➤ Data is rigorously analysed to identify pupils who are not making expected progress ➤ Teaching resources are routinely evaluated to ensure they are accessible to all pupils ➤ Work with pupils, parents and carers and staff to develop and review plans based on the need of the pupil ➤ Differentiated curriculum and resources available via curriculum pathways
<p>Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> • Behavioural issues • Social needs • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> ➤ The school ethos values all pupils ➤ All pupils have a regulation plan ➤ Recognition that challenging behaviour is a means of communicating that something is not right ➤ Behaviour management systems encourage pupils to make positive decisions about behavioural choices. This is adapted to meet the needs of individuals so all children can succeed ➤ Strategies are put in place to ensure anxiety and distress is reduced ➤ The school's behaviour policy identifies where reasonable adjustments can be made to minimise the need for exclusions ➤ Individual risk assessments are used and action is taken to increase the safety and inclusion of all pupils ➤ The school provides effective pastoral care for all pupils ➤ Support and advice is sought from outside agencies to support pupils where appropriate ➤ Small group class groups to improve social skills and help pupils deal more effectively with stressful situations ➤ Outdoor learning is used to offer different approaches to the curriculum. ➤ A robust reward system is in place with rewards for those who have earned them ➤ We have a dedicated behavioural lead to assist all pupils ➤ Information and support is available within school for behavioural, emotional and social needs ➤ Referrals are made to CAMHS where appropriate ➤ Bridge Buddies is a dedicated support group available to pupils. This group is made up of pupil buddies and staff buddies ➤ Two staff members trained in mental health first aid for pupils ➤ One staff member trained in adult mental health first aid ➤ Staff undertake weekly behaviour training ➤ Most staff are Team Teach trained
<p>Sensory and Physical Needs</p> <ul style="list-style-type: none"> • Multi-sensory impairment 	<ul style="list-style-type: none"> ➤ Support and advice is sought from outside agencies to support pupils where appropriate ➤ Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs



- Physical and Medical Needs

- Access to Medical interventions
- Referral to Occupational Therapy, Physiotherapy or other external support groups as needed
- Access to programmes to support Occupational Therapy/Physiotherapy
- Support with personal care if and when needed
- Staff receive training to ensure they understand the impact of sensory need upon teaching and learning
- Trained staff administer medicines in school for regular medication or emergency medication
- Specific trained staff to manage medical conditions such as diabetes
- All staff understand the medicine administration policy
- Entrances to school allow wheelchair access
- Wheelchair access is available to all floors via the lift
- Evac chairs available for emergency evacuations for pupils with mobility difficulties
- Each floor has a hygiene rooms with disabled toilet supports which are also gender neutral
- Each floor has a hygiene room with shower facilities
- Access to external professionals such as hearing impairment team or visual impairment team
- Access to specifically adapted resources such as writing slopes etc
- Access to equipment such as adapted bikes
- Access to specialised equipment such as adapted chairs/standing frames
- Dedicated medical room with suitable storage of medication
- Chewies are sanitised daily
- Use of equipment to overcome sensory barriers, such as peanut ball, resistance bands, trampolines
- Health care plans are designed and created by the school nurse. These are reviewed annually
- Dedicated medication authorisation procedures in place to ensure correct authorisation and administration of medication is adhered to
- Allergies and medical needs are communicated to all staff and displayed clearly in the medi-hub
- Food allergies are communicated with the catering staff and food technology teacher
- Physical barriers to mobility are addressed with PE lessons
- Sensory integration room available for PE lessons for some pupils
- Sensory room is available