

SEND Policy



RIVERSIDE BRIDGE SCHOOL
'EXCELLENCE FOR ALL'



Partnership Learning



Riverside Bridge School

SEND POLICY

Review Frequency:	Annually
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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 is a part of the Partnership Learning Academy. We are the only special school within the academy. Our pupils are aged 4-16 and are identified with a range of complex needs. This can include Profound and Multiple Learning Difficulties, Severe Learning Difficulties, Moderate Learning Difficulties, Autistic Spectrum Conditions and Communication Disorders. Our provision focuses on personalised learning to meet the holistic needs of the class group. As a school community, we are committed to providing a vibrant and fulfilling offer to our learners. We operate on a split site basis with the majority of pupils attending Riverside Campus and a minority of pupils attending Thames Road Site. Both sites are within a few minutes of each other.
- 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 School 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
- 1.5 Parents and Carers can find out more about Barking and Dagenham's local offer at <https://www.lbdb.gov.uk/local-offer>. This website provides parents with contact details for support services within the borough.

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, including Riverside Bridge School, 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 SCHOOL SEND PATHWAYS

- 4.1 Our curriculum model is delivered into three broad pathways: informal - Seeds & Roots; semi-formal - Branch & Leaf; formal - Accreditation. This allows us to offer a means of making subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' National Curriculum type approach. Our curriculum allows pupils to reinforce continuously prior learning and it increases in cognitive complexity, widening out as pupils move through the pathways, revisiting concepts in greater depth. These pathways are not defined by age, but by need and achievement. Pupils are identified on entry or baselined at the beginning of each year through their Individualised Development Profile as to which curriculum pathway is better suited to meet their needs and thereafter they are able to move flexibly between pathways at any point during their school career. Some pupils may even be able to access a more 'fluid' curriculum, meaning that they may benefit from aspects of two from the three possible pathways, all based on individual needs which are reviewed regularly.

We believe our 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;
- emotional and Social development to be nurtured;
- pastoral programmes to be appropriately differentiated.



4.2 The Seeds (EYFS) and Roots Pathways

Our informal curriculum focuses on the early communication, social, emotional and cognitive skills that are the foundation of learning. Pupils at this very early level of development may only communicate by gesture, eye-pointing, and at times very simple language; they require a higher level of adult support, both for their learning needs and their personal care and their attainment will be below the pre-key stage standards. The focus within this pathway is upon enabling pupils to proactively explore the world around them, gaining environmental control skills and discovering for themselves, whilst establishing positive interactive relationships with others and developing a sense of security within the classroom and school environment, which is meaningful and comprehensible to them. Hence the importance of play in their development and the need for sensory and multi-sensory approaches to their learning.

4.3 The Branch and Leaf Pathways

Whilst still focusing on ensuring order, structure, routine and certainty in their learning, in this semi-formal curriculum, we try to give our pupils opportunities to become literate communicators, early readers and start problem-solving. Our pupils are similar to all learners in that they take information through their senses; however they may have difficulties in processing that information hence the need to design activities which enable them to increase their memory capacity, by breaking tasks and instructions down into smaller steps, frequently repeating important information, re-presenting information and teaching the same skill or fact in many different contexts to develop their ability to make connections and generalise a skill whilst understanding of when to use that skill in new and novel situations and combine it with other skills to solve a problem.

4.4 The Accreditation Pathway

Pupils experiencing our formal curriculum access a range of National Curriculum subjects, adapted in the light of their developmental level and special educational needs. Life skills and independence skills form a large part of this curriculum in preparation for life beyond school. Teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions. Our KS4 pupils undertake relevant learning from a wide range of accredited courses during Years 10 and 11 which are relevant to their needs and abilities.

5.0 ROLES AND RESPONSIBILITIES

- 5.1 Your child's class teacher is responsible for the day-to-day education for your child in partnership with co-educators.
- 5.2 The Headteacher has ultimate responsibility to ensure that there is sufficient support for all pupils across the school.
- 5.3 The Deputy Headteacher is responsible for the well-being of pupils and the oversight of the curriculum pathways. In addition, by 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
- 5.4 The Assistant Headteachers are 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 and as a result that the pupils are making proportionate progress according to the needs of the individual pupil.

- 5.5 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 each individual regardless of gender; minority ethnic and faith groups; children who need support to learn English as an additional language; children with special educational needs; children who are at risk of disaffection or exclusion; travellers and asylum seekers; vulnerable children.
- 6.3 School staff are 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 encourage the pupils to make good choices and make progress both academically and socially.
- 6.5 All classes at Riverside Bridge School are taught in small groups, with occasional 1:1 sessions when appropriate. No pupils at Riverside Bridge School receive 1:1 support on a permanent basis. Children are taught in mixed ability classes within their designated curriculum pathway.
- 6.6 Riverside Bridge School is a 4-16 school.
- 6.7 EHC Annual Reviews and parents evenings take into account pupils moving to different key stages and preparing for adulthood.
- 6.8 Resources are secured by the school for all pupils as appropriate.
- 6.9 Pupils attending Riverside Bridge School mostly travel across the 4 floors by the stairs. However, where children have mobility difficulties which prevents them from using the stairs there is an elevator available for use.

7.0 EXTERNAL AGENCIES

- 7.1 Riverside Bridge School works closely with the following external professional services: educational psychologist; speech & language therapist; occupational therapist; specialist teachers; social care; feeding clinic; hearing impairment team; Special School Nursing Team.
- 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 School 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 School encourages parents to contact the school regarding any concerns or queries they may have at any time.

8.3 There are two parents evening 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 throughout the year.

8.5 Riverside Bridge School 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.

8.6 Home visits are made for all pupils before they start at Riverside Bridge School.

9.0 EVALUATING THE EFFECTIVENESS OF PROVISION

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

- reviewing pupils' individual progress towards their goals each term;
- reviewing the impact of interventions;
- monitoring by all staff;
- holding annual reviews for pupils with EHC plans.

10.0 COMPLAINTS ABOUT SEND PROVISION

10.1 Complaints about SEND provision in our school should be made to the Assistant Headteacher in the first instance for an informal resolution. They will then be referred to the school's complaints policy which will direct the complainant to the Deputy Headteacher. Where the complaint has still not been resolved the complainant must write formally to the Headteacher using the documents within the complaints policy (available on the school website or as a hard copy on request from the school reception).

10.2 The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions;
- provision of education and associated services;
- making reasonable adjustments, including the provision of auxiliary aids and services.

10.3 Concerns from pupils or parents can be made to the class teacher or to any member of the Senior Leadership team listed above.