



# SEN Information Report

Approved: *November 2021*

Next Review: November 2023



## **SEN Information Report**

At Riverside Primary School we share a commitment towards the provision of inclusive education as articulated in the SEN and Disability Act 2001, the Children and Families Act 2014 and the SEN Code of Practice 2014.

We ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our children including those with SEN and/or disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

New admissions and mid-phase admissions for pupils with SEND are allocated through the Admissions team at LBBB. This is in line with the borough's fair access policy.

At Riverside Primary school, all entrances to the building have no steps which enables physically disabled pupils to ensure easy accessibility to the building. Pupils with potential SEND are observed in lessons and referrals made to outside agencies where appropriate to ensure early interventions are put in place. At Riverside Primary School, the impact of early intervention can already been seen in our pupils as they have been able to gain access to the curriculum with support and are quickly becoming independent learners.

This SEN report should be considered along with the following policies, which will provide further information and which can be viewed on the school website:

- Inclusion Policy
- Accessibility Plan
- Behaviour and Engagement Policy
- Complaints Policy
- Educational Visits Policy
- Mid-Phase Admissions Policy
- Looked After Children Policy
- Public Sector Equality Policy
- Anti-Bullying Policy

Reference should also be made to the Authority's 'Local Offer' which can be viewed at [www.lbbd.gov.uk](http://www.lbbd.gov.uk) under the section 'Local Offer'.



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Summary of SEND Provision			
	Universal	Targeted	Specialist
	All Pupils	Pupils with Additional Needs	Pupils with Complex or Significant Needs
Communication and Interaction Needs	Individual targets Structured class routines Differentiated curriculum access Differentiated outcomes Reading Programme Assessment for Learning Talk Partner Strategies IT support Visual support Phonic programme for KS1 Lexia for KS2	As 'Universal' and: Appropriate assessments Intervention groups Access to additional learning aids/equipment Increased visual aids Increased adult support Individual Education Plan Individual Timetables Access to SENCo support Access to additional parent support	As 'Universal' and 'Targeted' and: Input from the SENCo Input from the School Speech and Language Specialist Additional adult support Flexible teaching/learning arrangements Work station Assessment from Specialist Agencies Input from Specialist Agencies Tailored Support Programme Use of PECs Home/School communication booklet Possible referral for EHC Access to appropriate holiday activities
Cognition and Learning Needs	Individual targets Structured class routines Differentiated curriculum access Differentiated outcomes Reading Programme	As 'Universal' and: Appropriate assessments Intervention groups Access to additional learning aids/equipment Increased visual aids	As 'Universal' and 'Targeted' and: Input from the SENCo Referral to CAMHS Additional adult support Visual Timetables



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	<p>Assessment for Learning</p> <p>Talk Partner Strategies</p> <p>IT support</p> <p>Visual support</p>	<p>Increased adult support</p> <p>Individual Education Plan</p> <p>Individual Timetables</p> <p>Access to SENCo support</p> <p>Access to additional parent support</p>	<p>Flexible teaching/learning arrangements</p> <p>Work station</p> <p>Assessment from Specialist Agencies</p> <p>Input from Specialist Agencies</p> <p>Tailored Support Programme</p> <p>Home/School communication booklet</p> <p>Possible referral for EHC</p> <p>Referral for CAF</p> <p>Access to appropriate holiday activities</p>
<p>Social, Emotional and Mental Health Needs</p>	<p>Individual targets</p> <p>Structured class routines</p> <p>Differentiated curriculum access</p> <p>Differentiated outcomes</p> <p>Whole School Behaviour Policy</p> <p>Celebration Assemblies</p> <p>Visual support</p> <p>School Ambassadors</p> <p>Box of worries</p> <p>Peer Mentors</p>	<p>As 'Universal' and:</p> <p>Appropriate assessments</p> <p>Social Skills Group</p> <p>Behaviour Report</p> <p>Referral to CAMHs</p> <p>Increased adult support</p> <p>Alternative lunch</p> <p>Risk assessment</p> <p>Access to SENCo</p> <p>Meet and Greet</p> <p>Structured transitions</p> <p>Structured lunch groups</p>	<p>As 'Universal' and 'Targeted' and:</p> <p>Flexible teaching/learning arrangements</p> <p>Assessment from Specialist Agencies</p> <p>Input from Specialist Agencies</p> <p>Tailored Support Programme</p> <p>Behaviour for Learning Support Plan</p> <p>Pastoral Support Plan</p> <p>Referral to alternative provision</p> <p>Referral to specialist school</p> <p>Home/School communication booklet</p>



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		Access to additional parent support	<p>Possible referral for EHC</p> <p>Referral for CAF</p> <p>Referral to parenting programme</p> <p>Access to appropriate holiday activities</p>
Sensory and/or Physical Needs	<p>Access arrangements</p> <p>Disabled toilet</p> <p>Quiet classroom for sensory activities</p>	<p>As 'Universal' and:</p> <p>Care Plan</p> <p>Risk Assessment</p> <p>Other reasonable adjustments</p> <p>Access to SENCo</p> <p>Access to School Nurse/Health Visitor</p> <p>Sensory timetable</p>	<p>As 'Universal' and 'Targeted' and:</p> <p>Administration of injections/medications</p> <p>Alternative feeding methods</p> <p>Specialist equipment</p> <p>Home/School communication book</p> <p>Individual transport arrangements if necessary</p> <p>Access to appropriate holiday activities</p> <p>Possible referral for EHC</p> <p>Referral for CAF</p>
What types of SEND do we provide for?	<p>Riverside Primary School are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need(s) and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.</p>		
<p>Who are the best people to talk to in this school about children with SEND?</p> <ul style="list-style-type: none"> <li>• <b>Class Teacher:</b> Via class email</li> </ul>	<p>They are responsible for:</p> <ul style="list-style-type: none"> <li>• Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet pupil's individual needs.</li> <li>• Checking on the progress of pupils, identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.)</li> </ul>		



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- **The SENCo/Social Inclusion Officer:**  
Via school email  
[Primary@riverside.bardaglea.org.uk](mailto:Primary@riverside.bardaglea.org.uk)

- **Teaching Assistant:**

- Ensuring that all members of staff working with pupils in school are aware of your children's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with pupils in school are supported in delivering the planned work/programme for each child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

They are responsible for:

Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Ensuring that parents are:

- involved in supporting children's learning
- kept informed about the support their child is getting
- involved in reviewing how their child is doing
- part of planning ahead
- liaising with all the other people who may be coming into school to help support their child's learning
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of pupil's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help pupils (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting class teachers to write Individual Education Plans.
- Organising training for staff so they are aware and confident about how to meet the needs of pupils within our school.

A Teaching Assistant may be allocated to a pupil with special educational needs and/or disabilities and whilst they take a very valuable role in children's education we would prefer that questions regarding pupils learning and progress are directed in the first instance to the staff members named above.



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<ul style="list-style-type: none"><li>• <b>Headteacher:</b></li>          <li>• <b>SEND Governor</b></li></ul>	<p>Of course, as a school we welcome daily dialogue between parents and TA's on how a child's day has been and we do actively encourage this continued feedback.</p> <p>They are responsible for:</p> <ul style="list-style-type: none"><li>• The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. They will give responsibility to the SENCo and class teachers but are still responsible for ensuring that all children's needs are met.</li><li>• They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li></ul> <p>They are responsible for:</p> <ul style="list-style-type: none"><li>• Making sure that the school has an up to date SEND Policy.</li><li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.</li><li>• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</li></ul> <p>Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure each child achieves their potential in school.</p>
<p>How do we identify and assess pupils with SEN?</p>	<p>All staff are trained in the identification of children with barriers to learning, the identification of child protection concerns and the assessment of levels of English for children with an additional language.</p> <p>All children are discussed at termly pupil progress meetings. Teachers can raise their concerns at these, or use the SEN concern form at any time.</p> <p>The SENCo will suggest strategies that the teacher should implement after a concern has been raised, these are noted/monitored by the SENCo. After 6 weeks of monitoring and if the concerns continue, pupils are provided with a school intervention. If teachers or SENCo have a continued concern, the SENCo will make a referral for support to external agencies. Staff will implement these recommendations/advice to the pupil's learning.</p> <p>For those pupils who have a significant difficulty in an area, they will receive additional support and in some cases a comprehensive individual timetable will be organized which is closely monitored by the SENCo. In addition to this, weekly Senior Leadership meetings are held, where</p>



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	<p>completed Record of Concerns are presented and discussed. Appropriate support and provision is then implemented and impact is reviewed.</p> <p>Flow chart can be found at the end of this document demonstrating this process.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>Class Teachers plan lessons according to the specific needs of all groups of pupils in their class, and will ensure that learning is adjusted in order to enable your child to access their learning as independently as possible.</p> <ul style="list-style-type: none"> <li>• Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.</li> <li>• Specific resources and strategies will be used to support your child individually and in groups.</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs and increase your child’s access to what is on offer.</li> </ul>
<p>How do we adapt the curriculum and learning environment for pupils with SEN?</p>	<ul style="list-style-type: none"> <li>• Small group support from an additional adult</li> <li>• Support in the classroom from an additional adult to facilitate access</li> <li>• Planning is differentiated to ensure curriculum access at a suitable level</li> <li>• Use of specialised equipment</li> <li>• Use of personalised equipment</li> <li>• ‘Work stations’ and visual timetables to personalise the provision</li> <li>• Prompt and reminder cards for organisational purposes</li> <li>• Pre teaching of strategies and vocabulary</li> <li>• Access to an iPad</li> <li>• Disabled toilet access</li> <li>• The National Curriculum is followed and modified to meet the needs of the child when necessary.</li> <li>• Classroom and table-top displays to help support and promote children’s independence</li> <li>• Adults, working with a child with SEN, communicate regularly to the class teacher to ensure a consistent approach to teaching and learning</li> </ul>
<p>How do we enable children with SEND to engage with their peers?</p>	<p>The class teacher will:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for partner and group work.</li> <li>• Ensure that children have roles within the group task to involve all.</li> <li>• Ensure that activities are accessible to all using a scaffolding approach.</li> <li>• PSHE lessons to respect differences.</li> <li>• Peer assessment of work.</li> </ul>



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<p>How is extra support allocated to children and how do they move between the different levels?</p>	<p>The school budget includes money for supporting children with SEN.</p> <ul style="list-style-type: none"> <li>• The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.</li> <li>• The Headteacher and the SENCo discuss all the information they have about SEND in the school, including:             <ul style="list-style-type: none"> <li>- the pupils getting extra support already</li> <li>- the pupils needing extra support</li> <li>- the pupils who have been identified as not making as much progress as would be expected</li> </ul> </li> </ul> <p>They then decide what resources/training and support is needed.</p> <ul style="list-style-type: none"> <li>• All resources/training and support are reviewed regularly and changes are made as needed.</li> </ul>
<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<p>Riverside Primary School promotes a very accessible view to parents. Parents are very much welcomed into school and encouraged to be involved in their child's school life. At Riverside Primary School, we offer the following:</p> <ul style="list-style-type: none"> <li>• Coffee Mornings take place each month led by senior members of staff and other outside agencies. In addition to this the School organise regular events for families to attend throughout the academic year.</li> <li>• Parent's evenings each term enable parents to discuss progress and develop their knowledge of their child's learning/progress.</li> <li>• Termly SEND meetings are implemented for Pupils identified with SEND, this is an opportunity to share information and work collaboratively to improve individual's progress.</li> <li>• Pupils with significant needs receive a Home School Communication book which informs parents of their progress on a daily basis, parents have the opportunity to respond to this.</li> <li>• Educational Health Care reviews are conducted annually for these pupils, where the pupil, parents and all professionals are able to contribute to developing an individualised program.</li> <li>• Parents are invited to review and update Care Plans for children with physical difficulties or medical needs.</li> </ul>
<p>How do we involve SEND pupils in their education?</p>	<ul style="list-style-type: none"> <li>• Pupils are included in the annual review process.</li> <li>• Pupils have opportunity to self-assess their learning and progress.</li> <li>• Pupils share their views through pupil voice.</li> <li>• Pupils review their learning opportunities at the end of each half term.</li> </ul>
<p>How do we access and review pupils' progress towards their outcomes?</p>	<p>Class teachers track pupil progress and the data is analysed by the Senior Leaders.</p>



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	<ul style="list-style-type: none"><li>• Pupils are tracked using formal tests.</li><li>• Teacher assessments and records of provision mapping. This data is maintained and monitored on the school computer systems.</li><li>• Termly Progress Meetings where senior staff meets teachers to discuss the progress of all children on formal testing/teacher, assessments/additional concerns.</li></ul> <p>This ensures that the identification of pupils whom are working below or above National expectations or those that would benefit from specialised intervention groups can be appropriately provided for.</p> <p>The progress of pupils with SEND is further tracked:</p> <ul style="list-style-type: none"><li>• Each of these pupils are placed on a provision map, through scrutinising of these, we are able to measure and ensure the effectiveness of tailored interventions.</li><li>• Children that are working below Key stage expectations are assessed using the engagement model.</li><li>• Children who are at an early stage of English are targeted, supported and monitored according to a programme of basic language skills.</li></ul>
<p>How do we support pupils moving to our school and between different phases in education?</p>	<p>If a child has been identified with special needs and is allocated a place in our reception we will:</p> <ul style="list-style-type: none"><li>• Complete a home school visit to discuss the needs of the child.</li><li>• Invite family and child to visit the school to have a look around and speak to staff.</li><li>• Visit the child in their nursery setting.</li><li>• Suggest adaptations to the settling in period to help pupil to settle more easily.</li><li>• Provide a transition booklet to support the child's knowledge of the school.</li></ul> <p>Mid – term admissions begin with close liaison between both schools and an exchange of information with documentation. Riverside Primary School will discuss with previous school to plan for the transfer. An initial visit for the pupil and their family will take place this will include a tour of the school and introduction to key staff. A transition programme will be set up and implemented to ensure a positive start for the pupil. A gradual transfer may be agreed and implemented if the school deems it necessary.</p> <p>At Riverside Primary School we have a number of in school transition programs, these include:</p> <ul style="list-style-type: none"><li>• Targeted transition groups</li><li>• Identified handover consultations between professionals and teachers, new and old teachers and additional adults involved with the specific pupils</li></ul>



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	<ul style="list-style-type: none"> <li>• Observations of targeted vulnerable pupils in their current environment by new class teachers</li> <li>• ‘All about me profile’ produced by all pupils and teachers</li> <li>• Display of pupils previous work in new classroom</li> <li>• Vulnerable pupils have the opportunity to meet their new teacher on several occasions</li> </ul> <p>Pupils are prepared for each new stage of their learning through carefully managed transition programmes. In preparation for secondary transfer all pupils visit their new school at least once. The School will liaise and exchange with the secondary school and prepare a transition program that is appropriate for the pupil’s specific needs. This may result in weekly visits to the pupil’s new school.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>Pupils with significant needs benefit from the schools practice of ongoing practice of life skills and preparation for adult life. The following key life skills are on offer at our school and are a permanent focus for these targeted pupils:</p> <ul style="list-style-type: none"> <li>• Cooking</li> <li>• Dressing</li> <li>• Hygiene</li> <li>• In addition to this, pupils are accompanied, under close supervision, on public transport and to local shops where they assist in transactions.</li> </ul>
<p>How do we support pupils with SEND improve their emotional and social development?</p>	<p>The emotional and social development of all our pupils is very important to us.</p> <ul style="list-style-type: none"> <li>• We have a robust Child Protection Policy in place and we follow National guidelines</li> <li>• The Headteacher, Senior Management and all staff continually monitor the emotional and social development of all our pupils.</li> <li>• We follow the SEAL (Social and Emotional Aspects of Learning) programme in school.</li> <li>• We provide socially speaking and friendship groups for children who need support.</li> <li>• We have a worry box in all classrooms.</li> </ul>
<p>How are the teachers in school helped to work with children a SEND and what training do they have?</p>	<ul style="list-style-type: none"> <li>• In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.</li> <li>• The SENCO, EMA Coordinator and Designated Teacher for LAC will regularly attend local network meetings</li> <li>• The SENCo provides assistance to class teachers in supporting children with SEND.</li> <li>• Our SENCo has gained the ‘National Award for Special Educational Needs Co-ordination.</li> </ul>



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	<ul style="list-style-type: none"> <li>• All our teachers hold Qualified Teacher Status.</li> <li>• The School provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND.</li> <li>• Individual teachers and support staff attend training courses run by the SENCo and outside agencies that are relevant to the needs of specific children in their class.</li> <li>• The School works in collaboration with Inclusion advisors in developing the SEND knowledge of all staff.</li> </ul>
<p>What expertise and training does the school have to support pupils with SEND?</p>	<p>The School Team is well qualified and appropriately trained. We have a range of specialists within the school including:</p> <ul style="list-style-type: none"> <li>• Specialist Speech and Language support staff</li> <li>• Qualified Dyslexia teacher</li> <li>• Accredited SENCo</li> <li>• ECAT specialist</li> <li>• Educational Psychologist</li> <li>• Speech and Language therapist</li> </ul>
<p>How is school's physical environment accessible to Children and Young People with SEND?</p>	<ul style="list-style-type: none"> <li>• There is disabled and wheelchair access.</li> <li>• There is a disabled toilet.</li> <li>• We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.</li> <li>• Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Education Authority SEND services.</li> <li>• Before and after school provision is accessible to all children including those with SEND.</li> <li>• All children, including children with SEND, can be members of the school council.</li> <li>• Extra- curricular activities are accessible for children with SEND.</li> <li>• School trips are accessible for children with SEND.</li> </ul>
<p>How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND</p>	<ul style="list-style-type: none"> <li>• As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.</li> <li>• Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.</li> <li>• Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.</li> <li>• All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and</li> </ul>



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	<p>progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.</p> <ul style="list-style-type: none"><li>• Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.</li></ul>
How do we involve organisations in meeting the needs of pupils with SEND and supporting their families?	<p>The School has access to the following external agencies:</p> <ul style="list-style-type: none"><li>• NHS: The Child Development Centre, The Developmental Advisory Clinic, Speech and Language Therapy Services, Occupational Therapy Services, Physiotherapy Services, Child and Family Consultation Service, Child and Adolescent Mental Health Services, School Nurse</li><li>• From the Local Authority: Inclusion advisory Team, Educational Psychology Service</li></ul>
How do we evaluate the effectiveness of our SEND provision?	<p>The School evaluates the effectiveness of the SEN provision through our self-evaluation document, parent and pupil voice.</p>
How do we handle complaints from parents of children with SEND about provision made at the school?	<p>All complaints are dealt with in accordance with our Complaints Policy which can be found on our website or available on request at the School Office.</p>
What support do we have for you as a parent of child with a SEN/and or disabilities?	<p>We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.</p> <ul style="list-style-type: none"><li>• The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.</li><li>• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</li><li>• A home/school communication book may be used to support communication with you, when this has been agreed to be useful for you and your child.</li><li>• If your child is undergoing statutory assessment you will also be supported by the Children's Services Inclusion advisers. They will ensure that you fully understand the process.</li></ul>



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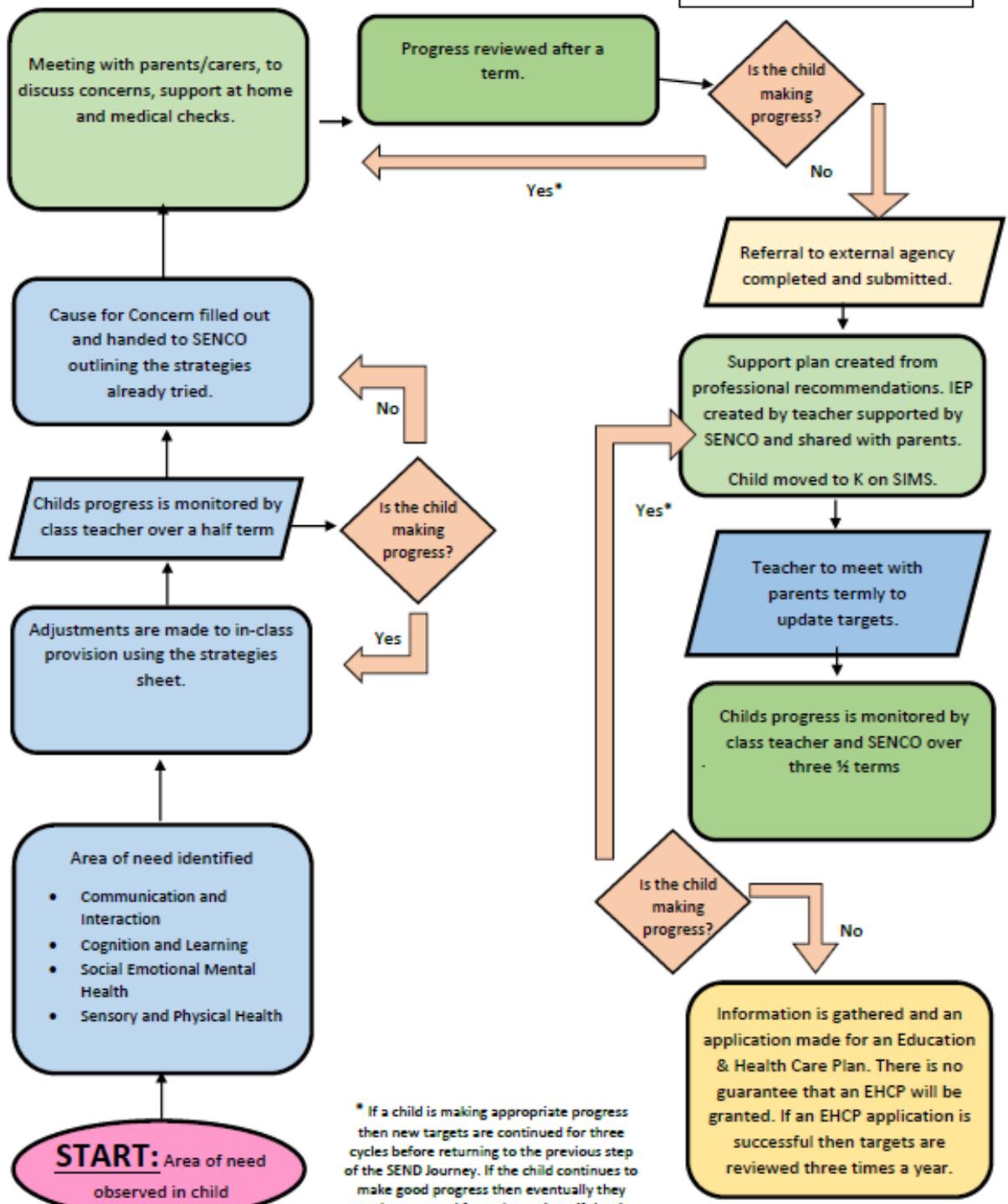
PARTNERSHIP LEARNING  
**RIVERSIDE PRIMARY SCHOOL**



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***SEND Journey***



\* If a child is making appropriate progress then new targets are continued for three cycles before returning to the previous step of the SEND Journey. If the child continues to make good progress then eventually they can be removed from the register if that is what teachers, parents and SENCO agree.



PARTNERSHIP LEARNING

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