

Special Educational Needs Information Report

Riverside Secondary School

Riverside secondary school is a mainstream school taking pupils from the ages of 11-18. We are based on a campus site alongside Riverside Primary and Riverside Bridge Specialist Provision. We currently have 751 students on role.

SEND is generally thought of in four broad areas of need.

Communication and Learning

Cognition and Learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

How does Riverside Secondary know if students need extra help and what should I do if I think my child may have special educational needs (SEN)?

At Riverside Secondary school all teaching staff assess students continuously through a combination of formal and informal methods. The progress of our students is tracked carefully and we hold regular discussions regarding individual progress of our students. When a concern about a student's progress is raised, it is discussed with all staff that work with that student. We will then make a decision about what support we will offer the student to enable them to meet age related expectations. Some students may require extra support through an intervention. This does not necessarily mean they have a Special Educational Need (SEN). Parents will be informed of this and

offered the opportunity to share their thoughts and ideas about their child's progress.

If after this support a student's progress continues to be less than expected, the class teacher along with the Special Educational Needs Co-ordinator (SENCo) will need to investigate further to assess what the barrier to learning could be and whether the student has SEN (slow progress and low attainment do not necessarily mean that a student has SEN). We take a graduated approach to the identification and assessment of students. When a student has been identified as needing SEN support, the Head of Year and SENCo will involve parents and the student in order to gather information and build a profile of the student. At this stage it may be necessary to involve outside agencies for further investigation and support.

If you think your child may have a special educational need then you should firstly speak to the Head of Year who will make an appointment with you at a convenient time. You can also make an appointment to speak to the SENCo if your concerns continue after discussions with the Head of Year.

How will staff Support my child?

If concerns are raised about a student's progress we will firstly look at what we can provide in the classroom through quality first teaching to identify if there is further provision that can be put in place.

If it is decided that a student needs SEN support then we will work with the parents and student to discuss targets and the interventions that are appropriate. When a student is taking part in an intervention we will make it clear who is planning the intervention and who will deliver the content of it. We will review these targets and interventions regularly and discuss the student's progress. Provision for each student will be matched to their individual needs.

How will I know how my child is doing?

Parents are able to arrange meetings with Heads of Year and the SENCo if they wish to discuss their child.

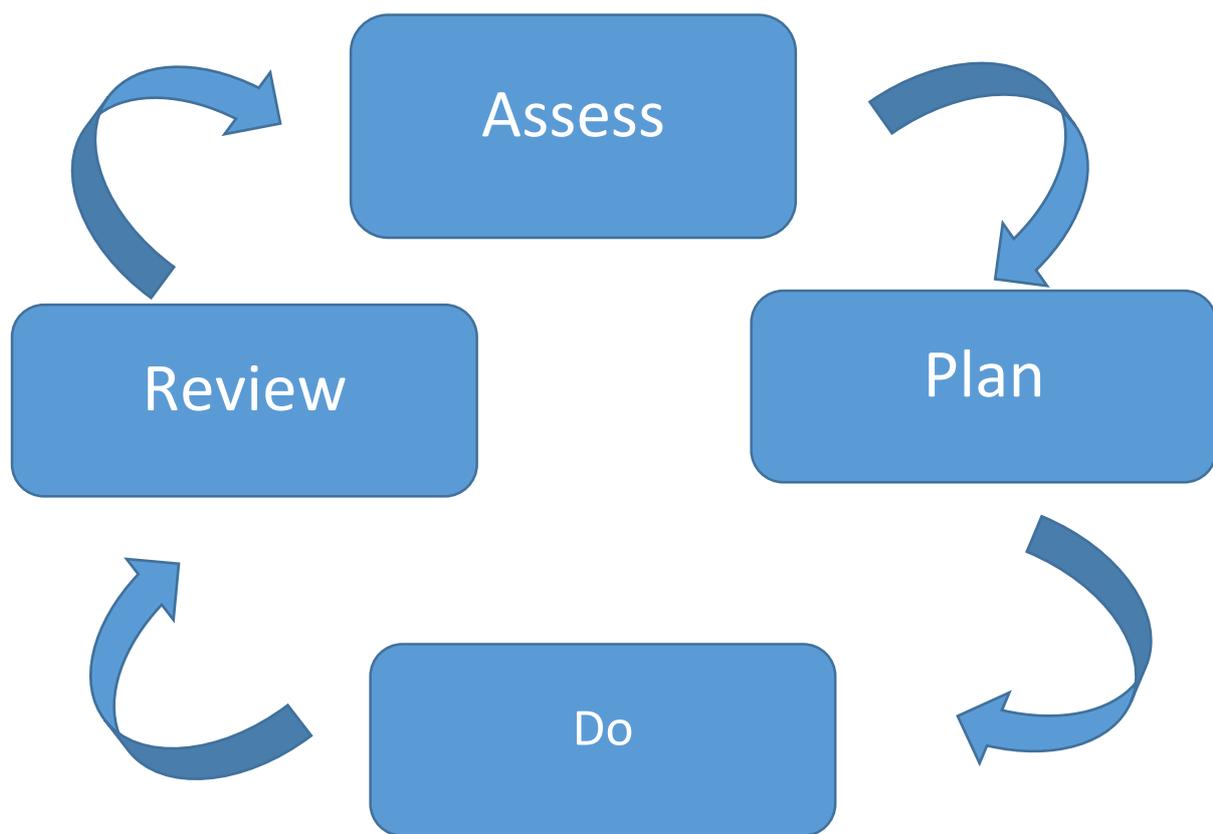
Throughout the year there are opportunities for parents to find out about their child's progress at Parent Evenings and by receiving reports. If your child is on SEN support then there will be termly meetings to review targets. These meetings will discuss what is working for the student and what needs to be put in place to support them further. At this meeting all involved will jointly write the student's Individual Provision Plan.

If outside agencies are involved with the student then parents will be invited into school to discuss any assessments that have taken place.

How will the learning and development provision be matched to a student's needs?

Teachers have high expectations of all students and plan for these students taking into account their previous experiences and knowledge. Through good quality teaching the student's needs are identified and addressed. When planning teachers will provide differentiated activities matched to the student's ability.

Teachers review student's progress regularly through assessments and pupil progress meetings and plan provision that is needed. The intervention that the student may need will be well planned, carried forward and reviewed at the end to measure impact. This is in line with the Code of Practice model of 'Assess, Plan, Do, Review'. If a student needs extra provision this will be discussed with the parents and targets will be set matched to the needs of the student.



Assess – Information is gathered together from the teacher, student, parents, teaching assistants and assessments. We identify the student’s barrier to learning.

Plan – This is where we decide what additional support will be provided to overcome the barriers. This will be recorded in the student’s individual provision plan.

Do – This is when the work is carried out with the child as detailed on their provision plan.

Review – This is when we measure the impact of the support provided and plan next steps.

What support will there be for my child's overall wellbeing?

Some students may have social and emotional difficulties which may form barriers to learning and affect their confidence. This may also impact on attendance. Individual support sessions with Learning Mentors are used as opportunities to explore these areas and discuss the student's concerns.

We also use external agencies such as the counselling service if necessary.

We may refer student's to CAMHS (Children and Adolescent Mental Health Services) to assist the school in developing appropriate programmes and gain support in understanding a student's mental health needs.

We also work with Family Support Workers from the borough as well as Parent Partnership.

When multiple agencies are involved with a student and their family, the use of a Common Assessment Framework (CAF) is set up. It brings together different agencies and services to share information and work together in a co-ordinated way. It is designed to support the whole family in managing the student's needs.

Students with medical or physical needs will be supported appropriately, sometimes in conjunction with the School Nurse, to ensure any barriers to learning are minimised. They may have a Health Care Plan put in place after consultation with the student and parents. This will be reviewed every term.

What specialist services and expertise are available at or accessed by the school?

There are a range of services and expertise that are available for the school to access if, after school support and interventions, a student is making less than expected progress. These include:

Educational Psychologist

Advisory Teachers for
Hearing/Visual
impairment

CAMHS – Child and
Adolescent Mental Health
Service

School Nurse

Speech and Language
Therapist

Family Support Worker

Carers of Barking and
Dagenham

Parents in Partnership

Counselling service

Riverside Bridge

Inclusion Advisory Team

Occupational Therapy

What training have the staff, supporting young people with SEND, had or are having?

As a school we are committed to the ongoing professional development of all staff.

All staff have access to courses run by the Local Authority. We also provide training in school.

Staff have attended courses relating to all areas of SEND.

Relevant staff are First Aid Trained.

The SENCo is completing the National Association for SEN Co-ordination Award, this year.

How will you help me to support my child's learning?

If your child has SEN Support then you will be invited to a meeting each term to discuss their progress, review the support provided and the impact of this. This will allow parents to discuss their thoughts on how they feel the support is impacting their child. During these meetings discussions will take place regarding how parents can support their child at home. If external professionals are working with your child, they will offer ideas for how your child can be supported. It is sometimes the case that external professionals work alongside the parents and school to develop strategies for joint support.

Parents also attend parent evenings where teachers will give suggestions of how you can support your child at home. Reports to parents will also provide targets for development that a student can work towards.

How will I be involved in discussions about and planning for my child's education?

When identifying whether a student has SEN we will involve the parents throughout the process. After our initial discussions on identifying a student who requires further support, we will work with parents to build a profile of their child's needs and how those needs can be supported. We will discuss, the adjustments, interventions and support that will be put into place ensuring that parents are involved in the process. We will hold reviews to discuss the impact of these interventions and identify what steps we need to take next.

If outside agencies are involved, parents will be informed about when the professionals are working with their child and any outcomes of their involvement.

How will my child be included in activities outside the classroom including school trips?

We ensure that students with SEN and Disability are able to participate in all aspects of school life. All students are included in school trips and after school clubs. Where it is appropriate or necessary we will make appropriate adjustments to aid students in these activities.

How accessible is the school environment?

All schools have duties under the Equality Act 2010. At Riverside we meet the needs of all learners. The school has lift access, disabled parking bays, accessible classrooms and chair lifts.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

The SENCo conducts visits to primary schools when the student is in year six and is known to have SEN. Parents are invited to visit Riverside with their child in the summer term and the student will be given a transition booklet. This will be a visual guide containing photographs of the student's teachers for the coming year.

Students who join Riverside through 'in year' admissions have their records transferred from the previous setting. After reading these records teachers can contact the previous setting if more information is required.

When students are transitioning post 16+ there are opportunities to meet with specialist advisors.

How is the decision made about how much support my child will receive?

The level of support will vary depending on the student's needs and the school's resources. If it is felt by the parents and teachers of a student that they need further support, after discussions, a plan will be put into place and will be reviewed regularly.

Where school is unable to supply the level of support needed by a student, an application for an Educational Health Care Plan will be made to the local authority.

How can I find information about the local authority's Local Offer or services and provision for children and young people with SEN and Disability?

You can find out about the local authority's Local Offer at:

www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/local-offer-support-advice-participation-and-empowerment/special-educational-needs/

What do I do if I have a complaint?

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with their child's Head of Year.

If you are not satisfied an appointment should be made via the school office to speak to the SENCo.

If you are still not satisfied then you should arrange an appointment with the Headteacher.

In the event of a formal complaint parents should follow the procedure in the school's Complaints Policy.

Who can I contact for further information?

Mrs del Rio is the SENCo. She can be contacted by telephoning the school office on 0203 946 5888 or by emailing kede@riverside.bardaglea.org.uk

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