



Advance Trust  
T/A  
Kingfisher & Riversides Schools

This Policy is Statutory

**Policy Name: Special Educational Needs**

**Policy Date: November 2019**

This policy has been agreed by the Kingfisher & Riversides Learning Committee and will be reviewed every year.

Reviewed: November 2019

Ratified by Governors: November 2019

New Review due: November 2020

Person Responsible: Rebecca Kemp (Riversides)

## **DEFINITION**

Pupils attending Riversides School are of the ability range generally found in a mainstream school, which may include specific or global learning difficulties. Our pupils have statements of Education Health Care Plans which state that their social, emotional, and/or mental health difficulties are of sufficient significance to prohibit them from learning effectively in a mainstream setting. Additional needs include attachment disorders, ADHD, ASD, abuse, domestic violence and bereavement.

## **AIMS**

In accordance with the [Special educational needs and disability code of practice: 0 to 25 years](#) the school will:

- Identify the special educational needs of individual pupils. Boxall profiles are undertaken on Key Stage 2 pupils on their admission to the school; Achenbachs are used for older pupils.
- Personalise curriculum provision and resources as appropriate to meet individual needs.
- Assess, target set and monitor, including specific interventions to remove barriers to learning.
- Base line pupil emotional literacy on entry to school supporting prioritised pupils with 1:1 support. Annual re testing to monitor progress.
- Work collaboratively with parents, carers and professionals from other agencies to meet children's special educational needs.
- Ensure that policies and practices enable pupils to gain full curriculum access.

## **OBJECTIVES**

- To ensure that appropriate personalisation is a key feature of classroom practice, pupils are challenged and supported through effective planning evaluation and target setting.
- To maintain the expertise and resources necessary to support a whole school commitment to meeting special educational needs.
- To ensure that pupils' current needs and progress are monitored and recorded effectively. Use of pupil support plans incorporating IBMP, Assessment for Learning, standardised baseline assessment tools and electronic tools for Assessing Pupil Progress.
- To take into account the views of pupils, parents/carers and other professionals who are involved when planning to meet special educational needs.
- To monitor and evaluate additional interventions.

- To work in a collaborative and cohesive manner to meet the individual Special Educational Needs of our pupils.
- To ensure that students gain qualifications which are useful to them in the wider world.

### **RIVERSIDES SCHOOL AIMS:**

To provide a supportive and safe environment in which individuals are valued and encouraged to develop educationally, emotionally and behaviourally.

- To develop in pupils and students the necessary skills, qualities and understanding in order for them to function effectively and happily in post-school life.
- To encourage pupils and students to become informed responsible and caring members of society.
- To assist pupils and students to respect and understand the feelings, views and abilities of other people.
- To offer a carefully personalised stimulating and enriching curriculum that encourages and maximises pupil and student achievement.
- To promote a climate in which achievement and success in all aspects of the lives of students and pupils is celebrated.
- To create an environment in which individuals are encouraged to accept responsibility for their own behaviours and development.
- To encourage in our pupils and students a caring and responsible attitude towards their immediate and the wider environment.

### **ADMISSION OF PUPILS**

Pupils referred to the school have Education Health Care Plans that cite that their primary disability is social, emotional, and/or mental health difficulties.

Referrals come to the school via Special Services Section of the Local Authority.

Parental views on placement are considered as paramount importance.

### **SEN SPECIALISMS**

Riversides School offers places for up to 68 pupils within Key Stages 2, 3 and 4 who have significant social, emotional, and/or mental health difficulties. In addition pupils may have global or specific learning difficulties, physical disabilities, attachment disorders, ASD, ADD, ADHD or mental health problems.

### **ORGANISATION**

Riversides School is part of Advance Trust. The school is currently based on two sites with Years 3-11 pupils being based within the school in Thorneloe Road, Worcester. The Outreach Programme and practical subjects are based at RSS

in Spring Gardens. Additionally pupils may access therapeutic and vocational provision at off-site centres.

Students are placed in classes primarily according to their year group, although emotional development is also a significant factor with our primary classes being run along nurture group principles. Some classes may combine years because of irregularly sized year groups.

Classes in Riversides School are small and provide the necessary levels of individual support from Teachers and Teaching Assistants. Pupils are taught a broad, balanced and differentiated curriculum within the National Curriculum. Key Stage 4 pupils additionally engage in a functional and work-related curriculum but also study for GCSE qualifications. Pupils facing additional challenges are additionally supported by the school's Learning Mentors who also work extensively with families. School staff liaise with, and work closely with, colleagues from other agencies to ensure cohesive pupil support (Youth Offending Service; Social Care; Police, CAMHS and any other agencies working with a child).

### **CODE OF PRACTICE**

In accordance with the Code of Practice, all pupils have at least one full review of their Education Health and Care Plan annually. These can be held more frequently when necessary.

Teachers, parents and pupils are invited to contribute written submissions to annual reviews. Local Authority proformas are used at reviews and completed in line with their guidelines. Individual Learning Support Plans (PSPs) which incorporate Individual Behaviour Management Plans (IBMPs) identify pupil strengths and areas for development, their targets and personalised handling strategies.

The annual review held for pupils in Year 9 is their Transition Review and will additionally include a careers interview and subsequent report.

Parental contributions form an important part of all annual reviews. Educational Psychologists and LA Officers are invited to attend reviews when appropriate. Social Workers are always included in Annual Reviews when pupils are "Looked After". LAC and Annual Reviews are combined where possible.

### **EQUAL OPPORTUNITIES**

Pupils attending Riversides School have equal educational and social opportunities irrespective of ethnicity, gender or sexual orientation.  
(SEE EQUALITIES AND COHESION POLICY)

## **THE ROLE OF GOVERNORS**

Riversides School's designated Governor for Additional Needs is *Tracy Roberts*

The school's SEN Policy is reviewed annually and the school reports directly to parents in pupils' Annual Report to Parents.

Striving to meet the special educational needs of pupils and students is the core function of Riversides School.

## **COMPLAINTS PROCEDURE**

The complaints procedure is as outlined in the School Prospectus and Complaints Policy.

Parents are encouraged to keep in close contact with the school, this is seen as mutually supportive and a positive means of avoiding misunderstanding and difficulties. If a difficulty does arise parents or carers are immediately invited to meet with staff or discuss concerns on the telephone when direct contact is problematic.

Any complaints or concerns are, in the first instance, brought to the attention of the class teacher or, where this is inappropriate to the Head of School. If a class teacher does not satisfactorily resolve a matter it will be immediately passed to the Head of School.

On the rare occasions when concerns can still not be resolved the complaint will be submitted to School Governors via the Clerk to the Governors.

## **STAFF DEVELOPMENT / PERFORMANCE MANAGEMENT**

Staff are offered professional development in accordance with school priorities identified in the School Development Plan.

Five training days are identified, in line with legislation, also weekly staff meetings are frequently used for training and off-site training is available for identified individuals. The school places importance on the ability for staff to attend training sessions and to disseminate good practice and curriculum developments to colleagues.

There is an established system of classroom observations by the Headteacher and Senior Teachers with Subject Leaders supporting their colleagues in the development, resourcing and delivery of their subjects.  
(SEE PERFORMANCE MANAGEMENT POLICY)

## **LINKS WITH OTHER SCHOOLS**

Riversides School has made significant efforts to establish educational and social links with other mainstream and special schools as well as the other members of Advance Trust. Additionally, the school endeavours to work closely with feeder schools to enable pupils to transfer smoothly to Riversides School. Equally, care is taken to support school when our pupils are phased back into a mainstream setting.

## **PREPARATION FOR LEAVING SCHOOL**

Riversides School places significant importance on preparing our pupils and students for life after school. With younger pupils this is reflected in the school exposing pupils to a range of experiences, which vary from theatre trips to outdoor activities such as sailing, and ropes courses.

Carefully selected work experience, careers work, Young Enterprise, Talentino activities and a range of vocational courses play a significant part in the lives of our Key Stage 4 students.

Staff consider accredited courses to be of great importance to our students and the range of accredited courses available to our students is constantly revised and extended.

Older pupils have the necessary statutory input from Advance Trust's career advisor and are additionally supported by the Learning Mentors.

Staff make every attempt to ensure that students leave Riversides School with either a secured further education or vocational placement.

## **MULTIDISCIPLINARY WORKING**

Riversides School aims to provide an education which is broadly based and enriching, meeting the differing individual needs of all our students and pupils. In order to achieve this, multidisciplinary working and co-operation is essential. Staff work closely with parents and a range of the following professionals as necessary:

### *Health Authority:*

- *Community Paediatricians*
- *Child and Adolescent Mental Health Services*

### *Social Care:*

- *All Children's Social Care Departments*
- *Child Protection/Safeguarding Team*

*Other:*

- *County Psychological Service*
- *Virtual School - Service for Looked After Children*
- *SEND Team*
- *Police Force*
- *Youth Offending Team*
- *Divert*