SEND Information Report

Editable by Trust Schools

Every child's needs are considered on an individual basis

Who are the best people to talk to in school about my child's educational needs and/or disabilities (SEND)?

The Class Teacher, Phase Leaders, Senior Leadership Team
They are responsible for ensuring your child is making progress and about the support they may need.

How do teachers at my child's school identify and assess pupils with SEND?
All pupils are admitted following the assessment for and creation of an EHCP (Education Health Care Plan). Following admission for all pupils there is a regular review of the EHCP. Should any changes require further assessment, these can be initiated at the Annual Review. Significant changes in need can be referred at any point, and if required an interim review can be convened.
Person with SENDCO responsibilities – Academy Headteacher
Contact Details- l.rumanowski@consortiumtrust.org.uk

- We gather information from parents/carers, teachers, pupils, other agencies.
- We use various standardised assessments to monitor your child's progress in school.
- We refer children to other agencies for further assessment where needed, in consultation with parents/carers.

What kinds of SEND are provided for at my child's school?

Our approach to teaching pupils at Riverwalk is based upon researched approaches for pupils with SEND, which is outlined within our curriculum document. We build the provision outlined within each child's EHCP within our highly specialised developmental curriculum. Riverwalk ensures that it is the child's needs that drive the provision, and so there is significant diversity across the school.

The Curriculum at Riverwalk School is developmental and structured within 3 curriculum pathways. The learning activities are created to meet the level of need within each of the pathways covering all four areas of the SEND code of practice:

1. Cognition and Learning.
2. Communication and Interaction
3. Sensory and Physical
4. Social, Emotional and Mental Health

How does the school communicate with the parents/carers of children with SEND?

Schools use a variety of ways to communicate with parents, including:

- Autumn and spring term parents' meetings
- Website
- Social Media
- Review meetings
- Meetings with outside agencies
- E-mails
- Regular letters.
- Appointments with staff.
- Home- School communication books.
- Family Support Workers
- Regular 'Just Chat' meetings for parents
- Termly Parental Engagement meetings
- Annual review meetings to involve parents with the professionals who are responsible for meeting their child's needs.
- New families are invited to tour the school and meet staff before their child starts.

- There are some pupils who are identified as being a Child in Need and there are meetings with the family on a regular basis, as determined by Social Care professionals. These meetings are usually hosted by the school to maximise involvement.
- For pupils who are a Child in Care, the parents are involved in all meetings in line with the care order that is in place, and lead by Social Care Professionals.

How do staff communicate with the children who have SEND?

Where possible, pupils are involved in their annual review and pathway planning into adulthood. For many, parents and carers are advocates for their child. It is the parent or carer's decision as to whether to include their child in any meetings, and the class team will collect the pupil's views based on their daily interactions.

- Children can be involved in setting and reviewing their targets.
- The child's voice is represented in Annual Reviews.
- Visual resources in classrooms to support targets.
- Total communication approach.
- Staff give children time to process information and listen carefully to what children have to say.
- Assembly certificates.
- School council.

How does the school provide children with SEND access to the whole curriculum and support their emotional well-being?

The progress of pupils is regularly evaluated, based upon teacher assessment, this gives a detailed analysis of the pupil's progress against the agreed targets set at the Annual Review. In addition, the Personal Plan will identify to parents the strategies in place to support the child's work towards the agreed target. It is prepared alongside other professionals involved who will be identified within the EHCP.

By following these strategies, Riverwalk Curriculum focuses upon developing social, emotional and mental health outcomes daily. The curriculum has focused learning plans to ensure that pupils are supported to manage their emotions and how to seek help and support. The Norfolk Steps ethos is used to support children to use appropriate communication strategies and additional support is offered through Personalised Risk Reduction Plans.

- Children who can participate, take part in wellbeing survey.
- There are opportunities for very small group and individual support.
- Lessons and learning spaces are adapted to take account of individual needs.
- Trained mental health leads and Emotional Literacy Support Assistant work across the Trust.

What are the different types of support available at my child's school?

Our approach to teaching pupils at Riverwalk is based upon researched approaches for pupils with SEND, which is outlined within our curriculum document. We build the provision outlined within each child's EHCP, within our highly specialised developmental curriculum. Riverwalk ensures that it is the child's needs that drive the provision, and so there is significant diversity across the school.

- All children receive quality first classroom teaching from highly motivated and enthusiastic teachers.
- Intervention and support groups run inside and outside the classroom.
- Individual support inside and outside the classroom.
- Specialist monitoring and assessment from outside agencies where necessary and agreed with parents/carers.
- Trained and experienced teaching assistants provide a range of supports such as literacy interventions, pastoral support, or behaviour support.

These are some of the interventions that are used across Consortium schools.

- Literacy interventions: Twinkl Phonics, Power of Reading, Lexia, Makaton
- Maths interventions: White Rose Maths, Topmarks, counting songs, Numicon.
- HelpkidzKearn, Choose-it-Maker
- Specific resources for comprehension and language work or memory.
- Social skills groups.
- Communication groups.
- Total Communication approach.
- Play therapy.
- Music therapy.
- Sensory Integration Programme (Magic carpet room, Magic mirror room, Dark room, Sensory Integration Room, Intensive Interaction).
- Sensory Circuits/Sensory snacks
- Tac Pac/ Sensology.
- Rickshaw.
- Horse riding.
- Swimming.

- Yoga.
- Rebound Therapy.

How is extra support allocated to pupils?

- As a special school, the Self-Evaluation and School Improvement Plan is the most significant evaluation of effectiveness. In addition, the school takes part in Challenge Partners group, who provide an independent review of the school effectiveness, which is also published on the school's website.
- In class support allocated in discussion with the Academy Head, Assistant Heads, and class teacher.
- Intervention groups and individual support is arranged according to need or as specified in EHCP.
- Support is funded from the school budget.
- High Tariff Need Funding can be applied for where pupils with severe or complex needs require an exceptionally high level of support.

How does the school evaluate the effectiveness of provision for pupils with SEND?

- Annual Review meetings.
- Parents' Evenings.
- Pupil progress meetings.
- Learning Explorations.
- Discussion with parents/carers.

How accessible is the environment at my child's school?

All Riverwalk sites have been built and developed as specialist provision and to meet the needs of pupils with the most complex needs.

Within the school provision are

- 5 sensory rooms and a dark room
- 5 small group learning areas
- Music room
- Soft-play room
- Secondary gym
- Communication room
- Food technology room
- Sensory Regulation room
- Dining Room
- Sports Hall
- 2 ICT rooms
- The school has a Health Room which provides a base for the Speech and Language Therapists, Occupational Therapists and Physiotherapists, and Paediatrician Clinics.

What other agencies does the school liaise with to support SEND children?

We have a significant number of agencies that we facilitate, working with pupils and families so that they can offer direct engagement with pupils, as well as working alongside staff to meet pupils' needs. We very much welcome these bodies into school, but do not employ them, and they determine the levels of provision they provide. Where necessary, and in consultation with parents/carers, the school liaises with the following outside agencies in Suffolk:

- Educational Psychology Service
- Specialist Learning Support Inclusion Services
- Advanced Sensory Integration Practitioner
- Speech and Language Therapist/Occupational Therapist
- Specialist Education Services (previously called CISS)
- Sensory Impairment team
- CAF (Common Assessment Framework)/Early Help/Family Support Practitioners
- Community Paediatrician/ Barnardo's NDD Pathway
- School Nurse
- Social Services
- Education Welfare
- Dyslexia Outreach Support
- Special School Outreach, Warren School, Riverwalk School
- In Year Fair Access Panel (IYFAP)
- Education Counsellors and Consultants such as Bells Croft

What is the expertise of the staff and what training is provided at my child's school?

The school has a robust training programme which includes 1 hour per fortnight training in addition to the Inset Days.
First Aiders and access within Consortium to Mental Health First Aiders, Mental Health Champion.

- Safeguarding training.
- Food Hygiene training.
- Trained Teaching Assistants/ Higher Level Teaching Assistants.
- School Safe Training/Behaviour Management/Manual Handling.
- On-going CPD for all staff including our Teaching Assistant Induction Programme.

- Makaton.
- Trauma Informed
- Mini-bus Driving.
- Use of Eye-Gaze.
- PECs.
- Manual Handling, Physiotherapy/OT – Body shape and standing frames, Chest Physiotherapy.
- On-line Safety.
- Gastrostomy Feed System.
- Norfolk Steps.
- Emergency Medication for Epilepsy.
- Rebound Therapy.
- Introduction to autism.
- Sensory circuits.
- Zones of Regulation.

How is transition into and out of my child's school arranged?

- Transition meetings are held with parents/carers, previous schools, and settings to plan an individual transition for children.
- Liaison with schools arranged on an individual basis for pupils with SEND to ensure consistency of provision and progress.

Most pupils remain at Riverwalk School until they move into adulthood, which supports transitions within a known environment. Pupils recognise the phasing of the school, and that as they get older, they will move through the school, and then to college. At Post 16, AQA Units alongside Personal Plans develop the life and independent skills needed as they move towards their aspirations as an adult. Pupils who access our post-16 provision, maintain the EHCP and have a Transition Review at Year 11. This includes careers programme in line with Gatsby Benchmarks.

Who, outside of school, can I turn to for advice and support if I am not happy?

- The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide impartial information for the parents/carers of all children and young people with SEND, up to the age of 25.
- SENDIASS in Suffolk https://www.suffolksendiass.co.uk/
- In some circumstances you can appeal to the SEN and Disability Tribunal. https://www.gov.uk/special-educational-needs-disability-tribunal
- All schools and Suffolk County Council have complaints procedures which are followed.

More information

- Please read the Behaviour and Inclusion Policy and Teaching, Learning and Curriculum Policy on the CMAT website.
- You may also have heard about the 'local offer'. This is part of the Children and Families Act 2014. Local Authorities must publish a local offer setting out information about the provision in their area for children and young people with SEND. Schools contribute to the local offer by sending information to the local authority.
- For information about Suffolk's Local Offer visit http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannel=0
- This SEND Information Report was reviewed in Sept 2024 and will be updated annually.
- We value your feedback so please contact the Academy Head or Consortium Trust if you have any comments on this SEND Information Report.
- See link to trust complaints policy https://www.consortiumtrust.org/attachments/download.asp?file=1990&type=pdf

Glossary of commonly used terms

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
EHCP	Education and Health Care Plan (replaced statements in 2014)
IEP	Individual Education Plan (or Support Plan)
LAC	Looked After Child
SEN	Special Educational Needs

SEND	Special Educational Needs & Disability
SENDCo	Special Educational Needs & Disability Coordinator
SENDIASS	SEN & Disability Information Advice and Support Service
SpLD	SpLD Specific Learning Difficulty (dyslexia)