



CP Riverside School SEN Information Report 2020 / 2021

<p>What kinds of SEND do you make provision for?</p>	<p>Children are identified as having Special Educational Needs when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority. At CP Riverside School we recognise that our SEND students will have a range of needs including:</p> <ul style="list-style-type: none"> ● Communication and Interaction (e.g. Speech, Language & Communication difficulties, Autistic Spectrum Disorder, Asperger’s Syndrome) ● Cognition and Learning (e.g. dyslexia, dyspraxia) ● Social, Emotional and Mental Health difficulties (e.g. ADHD, anxiety) ● Sensory or Physical difficulties (e.g. Hearing or visual impairment)
<p>How do you know if a student needs extra help?</p>	<p>We use information from a range of sources to help identify students’ needs including:</p> <ul style="list-style-type: none"> ● Reading age tests ● Information provided by Commissioners & outside agencies, where applicable ● Information provided by parents/carers ● Teacher assessments ● Information provided by students themselves <p>We will assess each student’s current skills and levels of attainment on entry and follow a staged and graduated approach to identifying and assessing needs, using the ‘Assess, Plan, Do, Review’ model. The triggers for providing extra help will be the concerns of teachers, TAs or the Student Engagement Team, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities and high quality teaching, does not make expected progress.</p> <p>Slow progress and low attainment will not automatically mean that a student is recorded as having SEN.</p> <p>We will let parents/carers know when it is decided that a student will receive additional SEN support. The SEND register is accessible to all staff. The information on the register is used to inform lesson planning, teaching and student learning activities. Targeted interventions for students who need the extra support may include, for example, individual literacy or numeracy sessions, a personalised timetable, 1:1 mentoring time.</p> <p>Students will complete a one-page profile in a 1:1 session with the SENCo or Deputy SENCo. The information on these profiles will inform all staff of the student’s perceived needs and preferences, as well as any diagnosed SEN. The profiles will be updated regularly.</p>
<p>How will I know if my child is making progress?</p>	<p>All students are assessed on a regular basis and their progress and attainment is reviewed every half term. Parents/Carers are sent a progress report every term and are invited to a Progress Review Evening, which is held once a year, where there is an opportunity to discuss progress, attainment and next steps.</p> <p>All students with an Education, Health & Care Plan have an Annual Review, attended by parents/carers.</p> <p>Students who are on the SEND register and receive SEN Support will also have regular reviews, to which parents/carers will be invited.</p>



<p>How do you evaluate provision?</p>	<p>The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND, and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life.</p>
<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>The school sends home 3 reports each year which will show your child's current and target levels as well as reporting on their attitude to learning and behaviour around school. We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through the Progress Review Evening, regular contact by the Student Engagement Team, termly reviews (for those on the SEN Support) and a general 'Open Door Policy'.</p>
<p>How do teachers help students with SEND?</p>	<p>Teachers are responsible and accountable for the progress and development of all the students in their classes. High quality teaching is our first step in responding to students who have SEN. Our experienced teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. This will involve using a variety of teaching and learning strategies and differentiated materials to allow all students to access the lessons fully. Teaching Assistants (TAs) offer additional support in each class.</p> <p>There are a range of interventions which will be put into place, if needed, by your child. These include:</p> <ul style="list-style-type: none"> ● Individual literacy & numeracy skill sessions outside of the classroom ● 1:1 sessions to support students with managing emotions or social skills ● Engagement sessions in small groups or individually ● Personalised timetables <p>We will work with Commissioners to ensure that your child is assessed for Exam Access Arrangements, if this is deemed necessary, according to the Joint Council for Qualifications exam regulations.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>All students, regardless of ability, follow a curriculum which allows them to study a wide variety of subjects. A small number of learners, however, may need a more personalised curriculum or timetable to match their individual needs, which we acknowledge and strive to meet.</p> <p>We will make adaptations in class to ensure that all additional needs are met, including:</p> <ul style="list-style-type: none"> ● Smaller group work with a TA ● Use of recommended aids such as laptops, overlays, computer reading pen ● Differentiating our teaching, for example, giving longer processing time, reading instructions aloud, scribing for a student/making laptop use available
<p>How accessible is the school environment?</p>	<p>Our school is a safe and accessible building. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to allow access and participation for all SEND students.</p>
<p>Is there additional support available to help pupils with SEND with their learning?</p>	<p>We are proud of our inclusive and nurturing environment. We have links with outside agencies such as CAMHS and SHARP and we liaise closely with Commissioning schools & the Local Authorities in cases where specialist support is required for individuals.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP will have resources allocated as outlined in their plan.</p> <p>Classes are kept to a maximum of 12 with Teaching Assistants allocated to each class, to provide support in-class, or to work with a small group or individuals out of the classroom.</p>
<p>How is the decision made about how much</p>	<p>Students with an EHCP will have targets and strategies set by the Local Authority and the School. Annual reviews involving the student, parents/carers, support staff and other</p>



<p>support my child will receive?</p>	<p>professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>We believe that all students, regardless of SEND, should have the opportunity to experience activities outside the classroom where appropriate. The necessary safeguarding and risk assessment procedures will be followed and, where necessary, school will liaise with parents/carers.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>In order to maintain a nurturing ethos, we have a Student Engagement Team, which will support them in all aspects of school life and indeed with personal issues. Staff within the team focus on key areas, including transition, attendance, behaviour and progress. Individual members of the team will also be responsible for maintaining a close relationship with parents/carers and commissioners, ensuring that they are aware of the academic and social progress and achievements of students and any areas of concern the teaching staff may have. The Engagement Leaders have experience of supporting and mentoring young people who are vulnerable or who have additional educational needs.</p>
<p>Who should I contact if I want to find out more about how CP Riverside School supports pupils with SEND?</p>	<p>The person responsible for the day-to-day management of SEND provision in school is the SENCo - Stef Smith: 0115 9864098 stef.smith@cpriverside.co.uk</p> <p>The person responsible for overseeing the provision for SEND within the school is the School Principal - Mark Eyre: 0115 9864098 mark.eyre@cpriverside.co.uk</p>
<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>The coordinator of day-to-day provision of students with additional and special educational needs is the SENCo - Stef Smith: 0115 9864098 stef.smith@cpriverside.co.uk</p>
<p>What training have staff supporting children and young people with SEND had or are having?</p>	<p>The SENCo has a wealth of experience of teaching a wide range of abilities across the Key Stages and has achieved the National Award for SEN Coordination. Training is provided to all staff, as the need arises, and, as we are a small team of staff, meetings are held regularly to give staff the opportunity to share materials, information and experience.</p> <p>As a school we can call on support from specialist organisations from within the Local Authority as well as outside experts, when the need for extra training arises.</p>
<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>We are proud of the close working relationships that we build with the parents/carers of our students. Usually the Engagement Leaders will be the main point of contact should we have concerns about attendance, punctuality, behaviour or progress. Where there are issues arising concerning a student's special educational needs, the SENCo will consult parents/carers to discuss future provision that we can put in place to support the student further.</p> <p>Parents/carers are invited to attend meetings with external agencies held at school.</p>
<p>How will my child be involved in decisions made about their learning and education?</p>	<p>Opportunities for students to express their views and opinions include:</p> <ul style="list-style-type: none"> ● playing a key role in the interview process of new staff ● taking part in student voice surveys ● having detailed discussions with an Engagement Leader concerning their well-being and academic progress ● creating and reviewing their one-page profiles with the SENCo or Deputy SENCo,, providing vital information on what works well or not so well for them in the classroom and extra support that they feel they would benefit from. <p>We make every effort to improve students' emotional and social development by giving time to staff to build positive and healthy relationships with students, encouraging participation in Personal Development sessions and by creating a nurturing and</p>



	community-led ethos within the school .
Who can I contact if I have a complaint?	Please refer to the East Midlands Education Trust Complaint Policy which can be found on our website: http://cpriverside.co.uk/
What specialist services and expertise are available at or accessed by the school?	As a school we can access a range of services including Child and Adolescent Mental Health Service (Camhs); Social Care; School Nurse Service; Educational Psychology Service; Futures and we aim to ensure that all students have access to the provision that is appropriate to their special educational needs or disability. The school works closely with Commissioning Schools, seeks advice from relevant external agencies and uses the CAF process when appropriate to do so. We recognise the importance of sharing knowledge and information with relevant support agencies and parents/carers in order to ensure effective SEND provision within our school.
Who should I contact to find out about support for parents and families of children with SEND?	The SEND Local Offer provides information on services and support for young people with special educational needs and their families available locally. The Local Offer for <u>Nottingham City Council</u> can be found here: http://www.asklion.co.uk (A paper copy of the Local Offer (customised to your needs) can be provided by contacting the Families Information Service: 0800 4584114) The Local Offer for <u>Nottinghamshire County Council</u> can be found here: http://www.nottshelpyourself.org.uk
How will the school prepare and support my child when joining your school or transferring to a post-16 provision?	Our close liaison with Commissioners and relevant outside agencies allows us the chance to ensure that we have a good picture of a student's strengths and needs as soon as they join our school. Information concerning a student's needs is shared with staff and any training, for students with a high level of needs, will be arranged. Students' needs are assessed as soon as possible and appropriate provisions made where necessary. An advisor from Futures makes regular visits to the school to advise and guide students on a 1:1 basis, we invite local colleges and training agencies into school and the Student Engagement Team helps students with completing applications. We have forged good links with the local colleges and information regarding a student's additional or special educational needs is provided to the relevant post-16 destination by the SENCo. In the case of interviews, CVs and taster days, all efforts are made by the school to ensure that the student is fully supported and feels confident and well-informed to attend. In light of the recent Covid-19 pandemic, we have secured funding to enable the Careers team to further support students and families with transition to Post 16 destinations during the first school term.