



SEND INFORMATION AND PROCEDURES 2026/2027

**Please read in conjunction with the
EMET SEND Policy**

Period of review	Annually
Next review date	September 2027

CP Riverside School SEND Information and Procedures 2026/2027

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1 Aims

CP Riverside School is committed to providing an inclusive and high quality education to all students. We believe that all young people, including those identified as having special educational needs, should be given the opportunity to develop socially and academically and participate fully in school life.

Staff use a variety of appropriate teaching, learning and pastoral-based strategies, which take individual needs into account. The school engages with the appropriate external agencies to ensure that the right support is offered to students when necessary.

The curriculum we offer gives all students the chance to succeed and achieve their best, as well as allowing them to develop confidence and self-esteem.

Our fundamental goal is for students at CP Riverside School to be inspired to lead positive lives, have a positive impact on the community and to put the students at the heart of their future.

This policy refers primarily to how CP Riverside School will pursue these aims to ensure that students with SEND are given equal opportunities to fulfil their personal and academic potential.

CP Riverside School will:

- take heed of all data and SEN information provided by Commissioners
- identify and assess all students with SEN and, through the implementation of a phased referral, match provision to the nature of the needs of each student
- record the identified additional need, together with the proposed strategies and interventions
- make all teaching staff aware of this SEND Policy, the school's SEND register and also of their individual and professional responsibilities to assess students' needs within their own classroom, adapt teaching and learning styles and employ appropriate resources in order to match individual needs in their lessons
- co-operate closely with all outside agencies concerned so that assessments and reviews are carried out and educational progress and targets are monitored and updated appropriately
- involve parents/carers and students in the decision-making process through regular communication, review meetings and discussions
- provide all teachers with access to specialised support and Continued Professional Development (CPD), within the constraints of available resources, in order to support staff to carry out their responsibilities in teaching students with SEN
- make the best possible effort to provide sufficient resources to meet the learning needs of all students, including those with Education, Health & Care Plans (EHC plans)

2 Definition of Special Educational Needs (SEN)

The SEN Code of Practice (2014) makes it clear that a child or young person has special educational needs if they have a learning difficulty or disability, which calls for extra educational provision to be made for them.

The Disability Discrimination Act (DDA) 1995 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.

It is therefore possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the SEN Code of Practice, DfE 2014, the school accepts that a medical diagnosis may mean that a child is disabled but does not necessarily have SEN. The school will always consider the child's educational needs rather than a medical diagnosis or disability.

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of other young people of the same age
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

3 Identification and assessment of students' needs

Early identification of a student's SEN is essential and the SENCo will gather information from Commissioners, parents/carers and outside agencies, where applicable, to ensure relevant information is gathered to meet individual needs.

- Procedures will take account of the Code of Practice (2014) on the identification, assessment, planning and review of the special educational needs of students.
- Staff will focus on preventative work with young people.
- Each student will be supported by their coaches.
- The school will ensure that procedures for identifying young people with special needs and for monitoring their progress are clear and effective.
- Staff will work with parents/carers to gain a deeper understanding of the child's needs and will provide termly progress reports.
- The school will seek the advice and support of relevant outside agencies when the student's needs cannot be met by the school alone.
- The school's performance in relation to students with special needs will be monitored and evaluated using feedback and surveys to gather views of parents/carers and the students themselves in addition to school assessment data.
- Teaching staff will create a learning environment where students feel comfortable and confident to voice their opinions and their concerns regarding how their individual learning needs are being met. Student participation in the decision-making process is strongly encouraged in regards to both the curriculum and the wider opportunities provided for students to participate in school life.

3.1 Initial Assessment of Student Needs

We will assess each student's current attainment levels in the core subjects on entry to the school and complete a Reading Age test with each student.

Comprehensive student profiles will be supplied by commissioning stakeholders.

Students will be consulted by the SENCo/Deputy SENCo to gain their voice and views. The information collected will inform all staff members of each student's perceived needs and preferences, as well as any diagnosed SEN. These profiles will be updated regularly.

3.2 Assessing students with special educational needs

Class teachers will regularly assess student progress following the graduated approach and the four-part cycle of assess, plan, do, review. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Assess

Students' needs will be analysed and identified as early as possible through observations, creation of student profiles and information provided by the commissioning schools, parents/carers and outside agencies. Each subject teacher will regularly assess students and compare results with that of their peers.

Plan

Planning will involve consultation between the SENCo, teaching staff, parents/carers and the students, in order to identify barriers to learning and agree on necessary interventions and support required. All staff will be informed of the additional needs, the recommended strategies to employ and the outcomes that are sought.

Do

All staff are responsible for ensuring that individual needs are met. Interventions may involve, for example, use of individual reading programmes, SEMH interventions and specific academic interventions away from the main class.

Review

Reviews will be undertaken to evaluate the impact and quality of the intervention and support put in place. The views of the student and parents/carers will be sought. Teaching staff and the SENCo will make any necessary amendments to the extra support, taking into account the impact made on progress and welfare of the students involved.

Referral to an Education, Health and Care (EHC) plan

Parents/carers or the school can request that a student undergo a Statutory Assessment process if they feel that the young person has complex needs or lifelong difficulties that require the involvement of outside agencies to plan and provide resources and requirements both at school and post-16. A decision will be made by the Local Authority about whether the young person is eligible for an EHC plan. Further information about the EHC plan pathway can be found at:

<https://www.yournottsdirectory.org.uk>

Where a student joins CP Riverside School with an EHC plan already in place, we will liaise with commissioning schools and outside agencies, where appropriate, to ensure necessary provisions are made and annual reviews are attended.

4 Making provision for students with special educational needs

4.1 SENCo

The person coordinating the day-to-day provision of education for students with SEND is Ms Stef Smith (NASENCO): 0115 9864098

stef.smith@cpriverside.co.uk

The SENCo will:

- liaise and advise school staff of the special needs identified of individual students
- co-ordinate provision for students with SEND
- maintain the school's SEN register and oversee records of all young people with SEND
- liaise with the parents/carers of students with SEND, providing information about the student's SEN and the provision being made for those needs
- contribute to in-house training and provide support and advice to staff
- liaise with external agencies including the Educational Psychology Service and other SEND support services, medical and social services and voluntary bodies
- liaise with post-16 providers to ensure that a smooth transition can be planned for and relevant information about students' needs is transferred

- monitor and evaluate the special needs provision and report to the Governing Body on the progress of students with SEND
- oversee the day-to-day operation of the school's SEND policy
- ensure that relevant SEN information is made accessible to all staff and parents/carers, including the CP Riverside School SEND Policy; the guidelines laid out in the 2014 Code of Practice; school and national data and the SEND Local Offer (refer to 4.2 below)
- oversee the school's ELSA provision
- oversee the school's counselling provision

4.2 The SEND Local Offer

This is a resource which is designed to support children and young people with SEND and their families. It describes the services and provisions that are available both to those families in the Local Authorities who have an EHC plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care within the Local Authority, as well as those provided by the private, voluntary and community sectors. For more information on the Local Offer in Nottingham and Nottinghamshire:

<https://www.yournottsdirectory.org.uk>

More details about SEND reforms and the SEND Code of Practice (2014) can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

4.3 Staff support

Each student will have a coach, who will offer one to one and group support to students as required. The support will focus on transition, attendance, behaviour, well-being and progress. Where individual needs have been identified, intervention sessions will be offered to a number of students, to support mental health, literacy and numeracy needs. The SENCo/Deputy SENCo will be the point of contact with parents/carers, Commissioners and outside agencies, to ensure they are aware of the academic and social progress and achievements of students and any areas of concern the teaching staff may have. All staff have experience of supporting and mentoring young people who are vulnerable or who have additional educational needs. All student - facing staff will have training on therapeutic and trauma-informed teaching & classrooms.

4.4 Teaching staff

Each class teacher is responsible and accountable for the progress of students with SEND.

Staff work together to plan and assess the impact of support and interventions.

Teaching and relevant support staff will receive training and guidance, where necessary, to meet students' needs.

5 Access to our curriculum

All students will have access to a relevant curriculum and we want all students to have a positive learning experience that allows them the opportunity to achieve their full potential.

We will:

- recognise that whilst students have a right to experience all subjects within our curriculum, this needs to be balanced for some students by a need to consolidate Key Skills
- arrange for students to be assessed for exam access arrangements and, where applicable, put systems in place to assist them with their exams, such as awarding a scribe, a reader, use of a laptop, supervised rest breaks

- provide a suitable physical environment e.g. lifts, wheelchair access,
- teach students in small groups in therapeutic - based classrooms to close gaps in learning and engage students in their learning
- have high expectations of all students
- ensure that all staff are aware of the range of needs that are present in their classrooms and are committed to meeting those needs
- ensure that all staff share the responsibility for regularly assessing the needs of their students and for ensuring that these needs are matched by the learning tasks and resources used in their lessons so that a differentiated curriculum is delivered
- provide staff with specialised support, where necessary, either directly in the classroom or indirectly outside, to develop suitable learning and teaching styles which will enable teachers to meet the needs of children with learning difficulties
- ensure that subject teachers, line managers and the SENCo meet regularly to discuss qualifications to meet students' needs
- recognise and celebrate academic, personal and social achievements at all levels

6 Partnership with parents/carers

CP Riverside School recognises that parents/carers hold key information, knowledge and experience of their children which contribute to the shared view of the most effective way to support learning and behaviour. It is essential, therefore, that parents/carers and indeed the students themselves are involved in decisions about the SEN provision that should be made.

In order to achieve and maintain a productive, honest and positive relationship with parents/carers, CP Riverside School will:

- assist parents/carers in their understanding of Special Educational Needs and Disability procedures, school-based provision and other support and information available for their child
- provide opportunities for mediation and discussion with parents/carers and outside agencies where necessary
- ensure that review processes seek and take account of the parents'/carers' and students' views wherever possible
- provide clear information for parents/carers about all aspects of the Code of Practice on the identification and assessment of young people with special educational needs and disability
- provide clear information of the support services available for young people with special educational needs and disability at CP Riverside School and the local area
- encourage families to be actively involved in relevant training and planning appropriate to their child's needs
- send home a termly report informing parents/carers of their child's progress, behaviour, attendance and wellbeing at school

7 Partnership with Young People

- We believe that partnership with young people is essential in relation to SEND and they have the right to have their views incorporated in assessment planning and review, and to be involved in decision-making about their own needs.
- We recognise that effective action for learners with SEND will often depend on close co-operation between the school, the health services and young people's services and we are committed to implementing such arrangements.
- We believe that all young people should be encouraged to develop a positive sense of self-image and pride in their own identity.

- We believe that all young people should be encouraged to accept and value differences.

8 Transition

Before joining CP Riverside School we will meet with the young person and their parents/carers and we will gather information from Commissioners to begin the assessment and identification of the student's needs. We will take advice and direction from the student and parents/carers with reference to offering a phased entry to the school, where necessary, and each student will be individually supported to work towards a successful transition to the school.

The Careers Lead & SENCo will work closely with the students, careers advisers and colleges/training agencies to find the most suitable post-16 destination and ensure that the chosen settings are aware of individual needs. We will strive to make the transition as stress-free as possible by supporting students in the research, application and interview process as well as maintaining contact and support in the first year of post - 16.

9 Working with other agencies

CP Riverside School builds strong working relationships and links with external support services, in order to fully support our SEND students and aid school inclusion. Sharing knowledge and information with these support services is key to effective and successful SEND provision. Any SEND concerns about a student should be raised with the SENCo.

Examples of services that may be involved:

- Educational Psychology Services (EPS)
- Family Help Services
- Child and Adult Mental Health Service (CAMHS)
- Social Care

10 Arrangements for admissions and referrals

A detailed description of CP Riverside School's admission arrangements can be found in our Referral and Admissions Policy listed on the school website.

<http://cpriverside.co.uk/>

11 Complaints

We value the partnership between parents/carers and staff but should a problem arise, please refer to East Midlands Education Trust Complaint Policy, which can be found on our website:

<http://cpriverside.co.uk/>