# Riverside Primary School's

# SEND (Special Educational Needs and Disability) Information

# September 2026

**<u>Riverside School's SEND (Special Educational Needs and Disability) Information</u> – updated September 2026**

**Our school SEND Co-ordinator is Mrs Sarah George, assisted by Miss Sophie Gillies, Assistant SENDCo. Please do contact them on 0116 2107373 or sendco@riversideacademy.org.uk if you would like to ask any questions about this information or have concerns you would like to discuss about your child. Our school SEND governor is Mrs Tricia Owen.**



In our school we aim to offer excellence and choice to all our pupils, whatever their ethnicity, gender, culture, faith, ability, disability or medical needs. We have high expectations of all our pupils. We aim to achieve this by identifying the barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils:

- have different educational, behavioural and cultural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences

Pupils with special educational needs have learning difficulties or disabilities that call for special provision to be made. All pupils may have special needs at some time in their lives. Pupils are considered to have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of pupils of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for pupil of the same age

In line with the SEND Code of Practice (January 2015) children with complex needs may be assessed for an Education Health and Care Needs Plan (EHCP). Children who do not have an EHCP but are on our SEND Record are known as SEN Support.
There are four main categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs.
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Support will take the form of a four part cycle involving assessing, planning, action and reviewing. Parents will be involved in the process and kept up to date about the support in place for their child.

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| **How does Riverside School know if my child needs extra help?** | Progress is reviewed regularly, including termly pupil progress meetings with the class teachers and Head of School to ensure all children are making excellent progress. Every class teacher is continually assessing the achievement and progress of each child in their class and will be aware if a child is making slower than expected progress. Initially they may adapt their teaching and the learning environment to meet the needs of children. If this quality first teaching approach does not show improved progress then the teacher may decide to introduce some short term extra activities which can be measured to see if they help improve progress, for example additional reading support or extra phonics sessions. If after a set time of measured extra support there is still no improvement in progress, the class teacher can ask the school's SEND coordinator to look into additional support that might help a child, including assessments that might identify a specific area of need.<br>If parents feel their child is not making good progress then they can have input to the progress review process at any time by speaking to the class teacher.<br>When children enter Riverside, all information from pre-school or previous school is carefully considered and this can help us know if your child needs extra help. |
| **What should I do if I think my child may have a special educational need or disability?** | Teachers welcome the opportunity to discuss pupils' progress with parents. We have Parents' Evenings in October and February when there are timetabled meetings for each child. If however you have concerns at any time during the year please speak to your child's teacher straight away. They will always be happy to discuss any concerns you have. We are committed to working in partnership with parents and understand that parents know their children best of all. Your input is essential if we are to gather the information we need to best support children in school. If you would like to speak directly to the school SEND Co-ordinator, Mrs Sarah George, supported by Miss Sophie Gillies, Assistant SENDCo, you can contact her via the school office with any concerns you have and they will be happy to offer support. It may be that we suggest ways you can seek support outside school, for example through your G.P. or optician. We would encourage all children to have annual eye tests (which are free at any Optician) whether there are concerns or not; this is recommended by the NHS. |
| **How will I know how Riverside School supports my child?** | We have Parents' Evenings in October and February when there are timetabled meetings for each child. Any additional support your child is receiving will be explained to you and you will be asked for your feedback on progress made. Children who are known to have a Special Educational Need will have an individual one page pupil profile (which we have developed in school with support from our Parents' Forum). We work closely with parents and will feedback directly to you at the end of the day if there are more short term issues to consider and class teachers are able to arrange to meet with parents after school if additional information is required. Some children have a Home/School book which is updated daily to ensure best possible communication is maintained. |
| **What specialist services and expertise are available at or accessed by the school?** | There are many staff within school who have received specific training, for example we aim for all staff working directly with a child with a diagnosis of Autism to have Tier 2 AET training. We share our knowledge and expertise amongst staff in school. If we do not have the specific skills or knowledge required to support individual children, we can call on support from a variety of sources, many of whom are listed below. There may be other services or organisations that we seek support from in very specific circumstances to tailor our support for a child. |

| | Communication and interaction | Cognition and learning | Social, mental and emotional health | Sensory and/or physical |
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| | Speech and Language Therapy Service Autism Outreach Team | Educational Psychology Service Specialist Teaching Service | School Nurse Service<br>Educational Psychology Service<br>CAMHS (Child and Adolescent Mental Health Service) | School Nurse Service<br>Vision Support Service<br>Hearing Support Service<br>Occupational Therapy and Physiotherapy services<br>Specific NHS services such as the Diabetes Nurse team or the DIANA service |
| **How will the curriculum be matched to my child's needs?** | At Riverside we have an inclusive Quality First Teaching approach and as part of this, each child's needs are considered individually and the curriculum is planned to take all needs into account.<br>We may seek advice from external agencies and support networks to ensure that staff in school can plan to meet the needs of all children. See list of different agencies above. | | | |
| **How will I know how my child is doing?** | We feedback to parents about progress through Parents' Evenings in October and February as well as in an end of year school report at the end of the academic year. For children who are receiving additional support a termly review is held to assess progress as part of the whole school parents' evening and reporting cycle. In some cases, class teachers will be in more regular contact with parents due to the nature of a child's specific needs. We are focused on ensuring that each child is seen as an individual and therefore may keep in touch with parents in different ways depending on a child's needs. | | | |
| **How will you help me to support my child's learning?** | The school works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this. You have much to contribute to our support for pupils with special educational needs. We consult and involved you in planning and review of provision made for children with SEND and disability. During discussions with your child's class teacher they may be able to share specific activities for you to complete at home or ways you can support with homework. They may also be able to share details of organisations that can support you and your child in a variety of ways outside school. | | | |
| **What support will there be for my child's overall well-being?** | The safety of all children is our first priority; we have clear procedures that outline the responsibility of all staff to safeguard the children in our school. At Riverside we monitor the well-being of all children and any concerns are highlighted to the Headteacher and our well-being tracker is updated on a termly basis. Plans are made to meet the needs of children in different ways, for example through involvement in social and communication groups, Forest Schools, or lunch time and after school extra-curricular activities. We may set up "buddy" schemes to support children with their peer relationships. Some children are given additional responsibilities to boost their self-esteem. Concerns about well-being may mean we work more closely with a child and their family for a set period of time. | | | |

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| **What training are the staff supporting children and young people with SEND had or are having?** | There are many staff within school who have received specific training, for example how best to support students with ADHD or Autism. If a child is coming to Riverside and we are made aware of a particular SEND, we can call on the organisations listed above to help us and ensure that we have the correct support in place.<br>We are continually updating our training as required according to the needs of the children in our school. |
| **How will my child be included in activities outside the classroom, including school trips?** | At Riverside we believe that excellence and choice is the entitlement of all children and will do all we can to ensure that every child has equal opportunity to access all our activities, in and out of the classroom, including after-school activities, trips and school residential trips. Sometimes we need to allocate additional staff to support children when leaving school and to support them on a one to one basis. There is an expectation that children with additional needs will take part in all activities out of the classroom and we make the adjustments required to facilitate this. |
| **How accessible is the school environment?** | We do all we can to adjust as necessary for children who have a wide range of Special Educational Needs and Disability. Our site is on a single level, apart from the extension building which has two storeys, with lift access. |
| **How will the school prepare and support my child when joining Riverside School or transferring to a new school?** | We have an excellent relationship with feeder pre-schools and nurseries and are involved in termly liaison with them, as well as additional meetings in the term before transfer to Foundation Stage. If appropriate we attend spring and summer term review meetings for children due to transfer to ensure we have a clear picture of their needs. If children transfer during the school year we seek information from their previous school. We have an excellent working relationship with our local secondary school, The Cedars Academy. We plan the transition of students in Year 6 from the very beginning of the academic year. Staff from The Cedars Academy (or other transfer settings) attend review meetings held here. Some children require greater support at the point of transfer and we organise additional visits and support as necessary. If children join or leave us during the academic year then we follow the same procedures and ensure there is a high quality handover; this supports a smooth transition for the children. |
| **How are the school's resources allocated and matched to children's special educational needs?** | All class teachers have the opportunity to consider the support children require and many resources are available. The SENDCo can provide guidance about resources that might be used to meet a particular need. The Senior Leadership team monitor the effectiveness of this support and ensure resources are allocated appropriately. Some children with a specific Special Educational Need or Disability have an EHCP which entitles them to additional support and provision over and above the usual teaching and learning model in school and part of this support may bring additional funding into school to meet that tailored provision. |
| **How is the decision made about how much/what support my child will receive?** | Support received follows the Quality First Teaching model which means that the majority of children are able to make good or better progress within the day to day classroom environment. If progress is identified as slowing, the class teacher will adapt the support they give and may implement more individualised support. It may then be necessary to work one to one with a child for a short measurable time, when the class teacher will be able to assess, plan, do and review progress. It may be that after this targeted support no further intervention is needed or it may be that support from outside agencies is then needed. Parents can contribute their ideas and give feedback to the class teacher throughout this support process to support us in the review. |

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| **How will I be involved in discussions about and planning for my child's education?** | The school works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for pupils with special educational needs. They are consulted and involved in planning and review of provision made for children with SEND and disability. Parents are encouraged to meet with class teachers as soon as possible if there are any concerns; this can be an informal chat after school or a meeting at a set time. The school SENDCo regularly attends these meetings to provide support and additional guidance as required.<br><br>All children receiving additional support have specific targets and these are reviewed termly by the class teacher, alongside parents and a meeting will be offered, to discuss progress and plan future targets. |
| **Who can I contact for further information?** | **Our school SEND Co-ordinator is Mrs Sarah George, assisted by Miss Sophie Gillies, Assistant SENDCo. Please do contact them on 0116 2107373 if you would like to ask any questions about this information or have concerns you would like to discuss about your child. Alternatively, you can e-mail diffeat sendco@riversideacademy.org.uk .** |