



Meeting the Needs of Pupils with Severe and Profound Learning Difficulties

The School Offer

Riverside School is a special school with a diverse pupil population. We are located on two sites, St Paul's Cray and Beckenham, in the London Borough of Bromley. Pupil, family and staff engagement is extremely important to us and we endeavour to provide all our pupils with memorable experiences that will truly enrich their lives. We strive to involve the whole school community in making Riverside a safe, happy, forward-thinking and truly outstanding place for our pupils to learn. Our talented, multi-disciplinary staff team have high expectations of our pupils and we aim to provide the kind of special education which families want for their children.

The range of support deployed will be tailored to individual need following thorough assessment and we are firmly committed to ensuring that every child has every opportunity to Be All That They Can Be.

Information and Guidance: Who should I contact to discuss the concerns or needs of my child?

Class teachers	<p>Are responsible for:</p> <ul style="list-style-type: none">• Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support.• Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.• If you have concerns about your child you should speak to your child's class teacher first.
Phase Leaders	<p>Are responsible for :</p> <ul style="list-style-type: none">• Coordinating provision for pupils within each Phase• Chairing annual reviews of statement (soon to be EHC Plans)• Quality assuring teachers' planning to ensure targets are SMART and sufficiently challenging• Ensuring that parents are kept informed about the progress their child is making• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
Head teacher	<p>Is responsible for:</p> <ul style="list-style-type: none">• The day to day management of all aspects of the school, including the provision made for all pupils

Chair of Governors	Is responsible for: <ul style="list-style-type: none"> Supporting the school to evaluate and develop quality and impact of provision for all pupils across the school
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Assessment, Planning and Review: How can I find out about how well my child is doing?

Ongoing monitoring takes place by class teachers and phase leaders to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents additional strategies are put into place to provide enhanced resources, targeted small group or individual support to help overcome any difficulties. The views of the pupil about their support will be given consideration at this stage.

All support is documented in Personal Learning Plans or Behaviour Support Plans. Short and medium term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

Staff ratios can be flexible and can be adjusted to reflect the needs within each class. These needs can change over time and staffing levels will reflect this.

Regular meetings are held to discuss progress and each pupil has an annual review in which the appropriateness of the placement is discussed. Where appropriate, pupils may be invited to this review and their contribution is valued. The outcomes of these meetings are formally recorded.

Tests and Examinations: Access Arrangements

Most pupils do not sit external tests or examinations, however, a range of externally accredited courses and qualifications are now on offer to a number of pupils. For some pupils, additional arrangements and adjustments are made to enable them to fully access these courses.

Curriculum and Teaching Methods (including groupings and interventions): How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. This will also include extension activities for the more able pupils.

Additional adults are used flexibly to help groups and individual pupils and monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. Some interventions may change as needs are identified.

Intervention

Access to learning and the curriculum

Access to teaching assistants

- In all classes
- Regular small group and individual intervention programmes
- Intensive programmes for key communication, literacy and numeracy skills
- Appropriate training for staff to meet children's needs

Strategies to support Speech and Language

- Access to Speech and Language Therapist (Bromley Healthcare) plus school's own directly employed Speech and Language Therapist
- All S< targets and programmes disseminated to and followed by class staff
- Teaching Assistants to attend Speech and Language sessions when possible
- Specific differentiation and modification of resources as appropriate
- Makaton signing used across the school
- Visual supports embedded in all classes

Strategies to support and develop literacy including reading

- Read Write Inc phonics programme offered to selected pupils
- Consistent use of symbols and signage across the school
- Small group and individual intervention programmes

Strategies to support and develop numeracy

- Numicon programme offered to selected pupils
- Use of ICT programmes in class to reinforce strategies
- Small group and individual intervention programmes

Provision to support access to the curriculum

- Close monitoring through assessment to identify needs
- Profoundly personalised curriculum
- Intervention groups where applicable
- Extensive range of multi-sensory resources
- Close liaison with parents

Strategies and support to develop independent learning

- Consistent use of visual supports
- TEACCH approach where appropriate
- PECS
- High levels of differentiated activities
- Extension activities for literacy and numeracy
- Development of environmental control capacity through skills gained with eye gaze technology

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Social skills groups
- Lunch time clubs
- Work experience schemes for KS4/5
- Regular celebration of success opportunities
- Star of the Week

Mentoring activities

- Key Support Teaching Assistants assigned to every pupil / family
- Older pupils support younger pupils as appropriate

Strategies used to reduce anxiety, promote emotional wellbeing (including communication with parents)

- Transition support, visits and events
- Social skills groups

- Social stories
- Regular contact and liaison with parents
- Parent Staff Family Association (PSFA)
- Riverside Connect (monthly forum)

Strategies used to support behaviour

- School reward and sanction system as set out in School Behaviour Policy
- Behaviour Support Plans
- Contact books
- Three Point Scale
- Analysis of incidents leading to targeted interventions
- All staff trained in Team Teach and selected staff trained in advance team teach

Support at unstructured times of the day including personal care :

- Lunchtime clubs
- Zoned playground spaces
- Teaching assistants trained in many aspects of medical / personal care

Planning, assessment, evaluation and next steps:

- Weekly reporting to parents on "Achievement of the Week"
- Detailed weekly target-setting
- Termly discussions with parents
- PLPs for all pupils with input from parents and multi-agency colleagues where appropriate

Accessibility - getting about

Access to strategies / programmes to support occupational and physiotherapy needs:

- Access to on-site occupational therapy and physiotherapy
- Advice from professionals disseminated and followed
- Recommended equipment embedded in daily practice
- Intervention groups to target specific needs – eg dressing group, physio swim

Access to modified equipment and ICT

- Specialist equipment as required on an individual basis
- Soundfield system in many classes
- Extensive software to support learning
- Laptops and I Pads widespread across the school
- Get Connected Room, Starlight Room and ELLIE Room
- Switch activated resources and eye gaze technology

Partnerships with External Agencies

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Access to Medical Interventions

- Use of individualised care plans
- First aiders and nurses on site
- Referrals to paediatrician, nutritionist, dentist
- Referrals to Clinical Psychologist / CAMHS
- Access to whole staff training via school nurse or sensory service

Communication with Professionals and Parents:

- Regular meetings as required, including Structured Conversations
- Members of the Leadership Team available at all times
- Referrals to outside agencies as required, parents are informed at all times
- Voluntary agencies e.g. Bromley Mencap, Bromley Parent Voice
- Riverside Connect

Agency	Description of Support
Inclusion Support Service <ul style="list-style-type: none"> • Educational Psychology • Sensory Support Service • Speech and Language Therapy • School Nurse • Occupational • Physiotherapy • CAMHS 	Formal assessment of needs and recommendations for Secondary transfer Support for children with hearing or sight issues. Advice given to school. On-site assessment and intervention On-site assessment and intervention On-site assessment and intervention On-site assessment and intervention Referrals can be made at any time and interventions supported at school
Parent Partnership Service	Bromley Parent Partnership & Choice Service Local Offer They offer impartial, confidential information advice and support for parents/carers of children with SEN and with the move from pre-school to primary school and from primary to secondary school. http://www.bromley.gov.uk/downloads/file/1570/ppcs_information_leaflet
Professional responsible for children who are looked after: Headteacher	Oversees and monitors provision for children who are in the care of the Local Authority
Voluntary Agencies	Bromley Parent Voice Bromley Mencap

Transition: How will the school help my child move to a new class or to a different school?

Children and young people with SEN can become particularly anxious about moving on so we seek to support successful transition by:

When moving to another school:

We will contact the School and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible

When moving classes in school:

An information sharing meeting will take place with the new teacher and teaching assistants and opportunities to visit the new class, social stories about change may be used.

In year 6-7 transition

For pupils transferring from Riverside Beckenham to Riverside SPC at the end of Y6, a structured transition plan will be drawn up and implemented in the Summer Term of the pupil's final year. Where appropriate, additional multi-agency meetings may be arranged to create a more detailed transition plan for pupils transferring to a new school

Staffing Expertise: How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and teaching assistants have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered :

Team Teach
Read Write Inc
Sensory Processing Difficulties
PECS
Sounds of Intent
Engagement Profile and Scale
Intensive Interaction
SCERTS
Using Visual Supports
Attention Autism
Managing Challenging Behaviour
Derbyshire Language Scheme
Eye gaze technology
Numicon

Members of the Leadership Team actively engage with all opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN. The school also provides training for other schools and setting working with pupils with a range of complex needs.

We also have staff with specialised expertise and qualifications in school including:
Accredited training for pupils with Autism (up to Masters level qualifications)
Makaton tutor
Team Teach tutor
Moving and Handling

Who do I talk to if I am unhappy with my child's support or progress?

- Classteacher / Phase Leaders / Assistant Headteachers / Headteacher

FURTHER INFORMATION about support and services for pupils and their families can be found in:

- The Local Authority Local Offer
- The DfE Code of Practice