

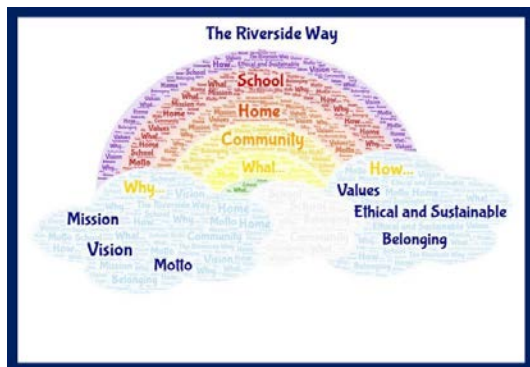
The Riverside Way



EVERY CHILD DESERVES
A CHAMPION; AN ADULT
WHO WILL NEVER GIVE UP
ON THEM, WHO UNDERSTANDS
THE POWER OF CONNECTION
AND INSISTS THAT THEY
BECOME THE BEST THEY
CAN POSSIBLY BE.



- **‘Happiness Passports’** - Supporting Pupils’ Wellbeing & Happiness
- **‘PLPs’ (Personalised Learning Plans)** – Pupils Individual Curriculums



To transform our children's lives and the lives of their families (**Our Mission**)

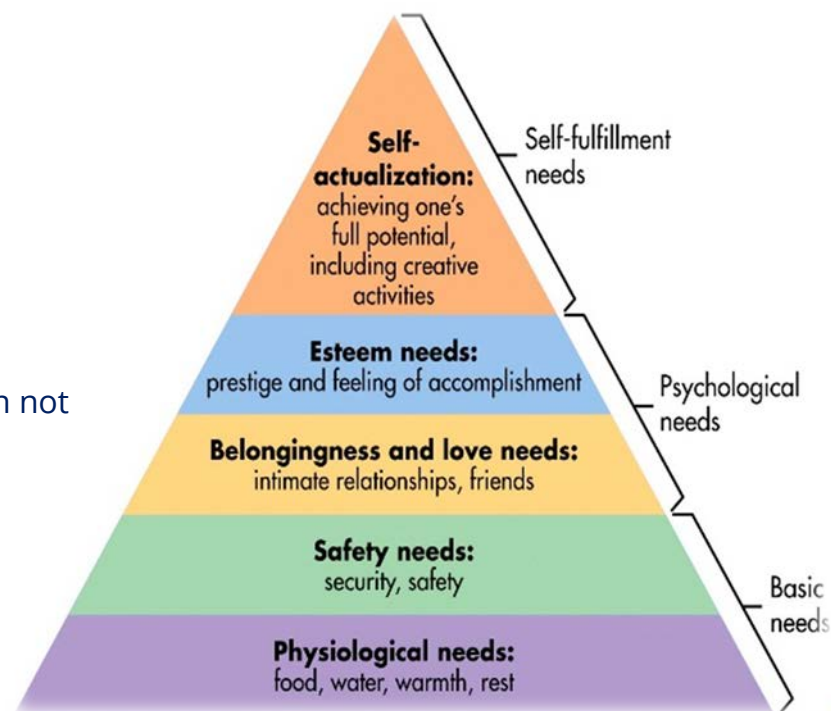
To inspire breakthroughs in the way society enables children with complex needs to find true fulfilment (**Our Vision**)

To give our pupils every opportunity to Be All That You Can Be (**Our Motto**)

But
FIRST ***

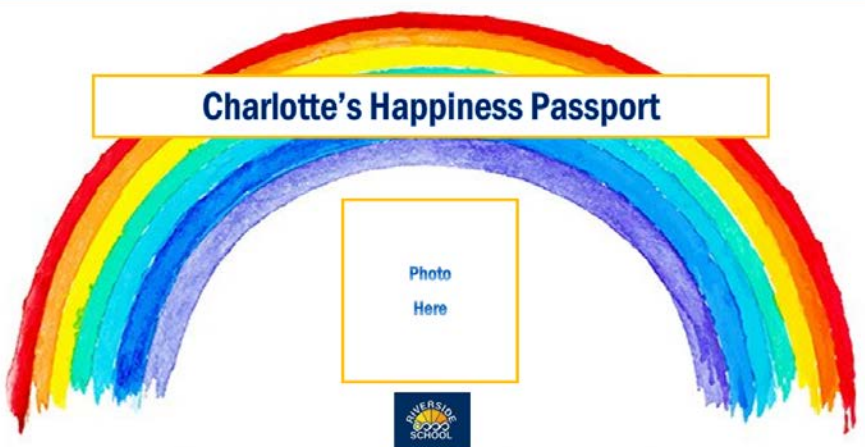
Happiness and Wellbeing

Research shows us that real learning can not take place until all these areas are met...



Introducing our Happiness Passports..

- See every pupil – strengths first!
- Ensure every pupils voice is heard, included and listened to
- Pupil first approach; content to truly reflect & support each pupil's personalised needs, interests, joys in order for them to be all that they can be, and at their optimum state for learning and life...their happy 😊 **Not a BSP**
- Remind us to be detectives always, striving to find those irresistible motivators & essential supports. *Ever changing – live, useful, used document*
- Support us to always be safe & predictable adults, who provide safe spaces & a consistent approach
- To support pupils self regulation and promote our confidence with the mutual regulation we provide
- Support connections and promote positive relationships, sharing communal joy and pride
- To support life for our pupils beyond Riverside School.



Charlotte's Happiness Passport

Photo Here

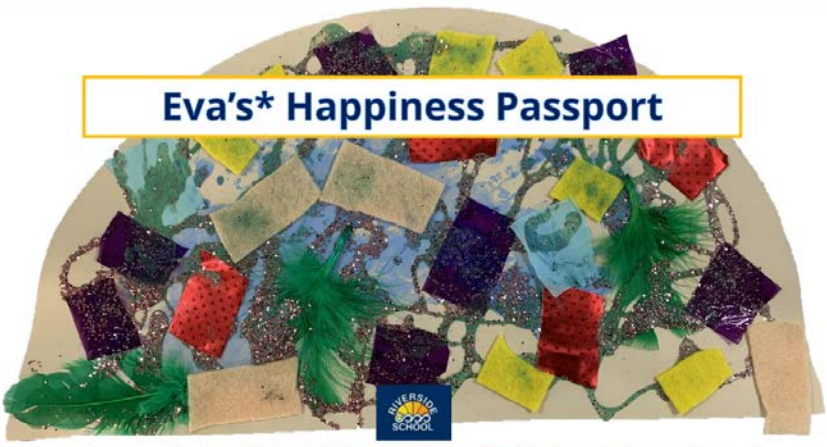
RIVERSIDE SCHOOL

Aspiration Resilience Creativity Humility Integrity Trust Enthusiasm Courage Teamwork

The signatures below signify our shared commitment to (CHILD'S NAME) personal pursuit of happiness.

Signed (Class Teacher):	Signed (Parent/Carer):
Date Written:	Date Reviewed:

Activate Windows
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Eva's* Happiness Passport

RIVERSIDE SCHOOL

Aspiration Resilience Creativity Humility Integrity Trust Enthusiasm Courage Teamwork

The signatures below signify our shared commitment to Eva*'s personal pursuit of happiness (name has been changed)

Signed (Class Teacher):	Signed (Parent/Carer):
Date Written: December 2022	Date Reviewed:



My Life, Culture & Community



People who are important to me:

(Please include photos)

My World at home:

Please chose one of the below titles, and ask your pupil for contributions if appropriate 'My Hopes and Dreams' / 'Things that people admire about me' / 'My Strengths':



Dates, celebrations, occasions and events that are important to me and my family:





My Communication: 'I am a language Partner'



How do I communicate?

This means that I am using a variety of symbols and / or pictures and using these within the correct context. I am learning to further develop and generalise my communication skills so that I can communicate in a variety of different settings and with a range of individuals both at home, at school and in the community.

- I can use my voice to verbally request items that I want such as 'biscuit' within familiar contexts and in my daily routines.
- I can verbally request the 'toilet' on some occasions.
- I use my SCERTS board's and sentence strips to communicate my wants and needs, through forming a 'person, verb, noun' sentence, for example, 'Anais give biscuit'. I do this using my happiness board (left photo), snack sentence strip (middle photo) and during sessions using the class board (right photo).
- I also use other visuals and objects of reference to communicate my wants and needs, for example the toilet symbol, sensory room photo and object of reference.

My communication looks like:



How can you support my communication?

- Makaton sign and use an object of reference and photos for all transitions.
- Encourage me to use my 'person, verb, noun' sentence strip and communication board.
- At snack time, encourage me to form a 'person,verb,noun' sentence in my strip, give me one of my chosen snack and encourage me to request again, before giving me another.
- Model 'person, verb, noun' sentences during lessons and 1:1 activities.
- Encourage me to verbalise requests and leave gaps for me to fill, for example "I want..." "it's a..."
- Reduce unnecessary background noise when asking me questions.
- Name my peers for me.
- Ask me if I need the toilet regularly, showing me the symbol.
- Intensive interaction with adults throughout the day.
- Use transitional songs to support my understanding of what is happening now.

How can my school environment support my communication?

- Make sure that the classroom visual timetable including photos, symbols and objects reference is updated daily.
- Ensure I have my individual work station set up with my 'snack' visuals on the wall.
- Use 'person, verb, noun' communication boards during lessons.
- Update the 'what's it time for board', so I know what is happening now and next throughout my day.

My key visuals are:



How can you support my engagement?

- Ensure I have my sensory supports in circle times to support me in being engaged and focused- tactile cushion, sensory brush, chewlery and move and sit cushion and a weighted blanket (please see photographs).
- Ensure I have an supporting adult with me 1:1 to improve my engagement in structured lesson times e.g. circle time or snack time.
- Praise me when I am engaged so that it supports me to continue.

How do I show you I am engaged?

- Eye contact
- Verbalising
- Smiling
- Saying words related to the learning experience for example "shake"

Things that support my engagement:



"The most important thing in communication is hearing what isn't said."

SCERTS is a developmental model – three Communication Stages.

Social Partner

Language Partner

Conversational
Partner

SCERTS stages

Social Partner

Using less than 3 different words, phrases, symbols or signs with meaning and communicative intent regularly across a range of settings and understood by lots of different people.

Language Partner

Using between 3-100 different words, phrases, symbols or signs with meaning and communicative intent regularly across a range of settings and understood by lots of different people. Not necessarily combining words or creating short phrases.

Conversation Partner

Using more than 100 different words, phrases, symbols or signs with meaning and communicative intent regularly across a range of settings and understood by lots of different people. In addition combining and using at least 20 different and creative word combinations.



My Sensory Needs



In what sensory systems do I need support?	What are my sensory needs in this area? Am I seeking or avoiding?	What can you do to support me?
Proprioception – Proprioception relates to the awareness of the position and movement of the body. It affects balance, co-ordination, agility and the force and heaviness of our actions.	• I seek proprioceptive sensory input	In what sensory systems do I need support?
Vestibular - The vestibular system functions to help the body maintain balance and be aware of where we are in space.	• I seek Vestibular sensory input.	Olfactory – The sense of smell is considered the oldest system in the brain as it is connected to our memories and emotions. An input of smell could cause one to feel comfort or alarm, depending on the smell.
Auditory - This sense helps us interpret what we hear and the frequency of a particular noise or noises.	• I avoid some auditory input.	Gustatory - The purpose of taste is to identify what kinds of foods a person likes, and what foods are dangerous or foods to stay away from.
Tactile - The sense of touch aids in how we respond to physical stimuli through the receptors of our skin. It helps us locate where we are feeling physical sensation within our body .	• I avoid some tactile sensory input.	Visual - This sense helps interpret what we see through colours, shapes, letters, words, numbers, and lighting.
		Interception – This sense helps us understand and feel what is going on inside our bodies. People who struggle with their interoceptive sense may have trouble knowing when they feel hungry, full, hot, cold or know when they need the toilet.

Your 8 Senses



Sight



Hearing



Taste



Touch



Smell



Movement



Balance



Interoception

YOU HAVE A CUP
FOR EVERY ONE OF
YOUR

Sensory Systems





My Sensory Needs



In what sensory systems do I need support?	What are my sensory needs in this area? Am I seeking or avoiding?	What can you do to support me?
Olfactory- The sense of smell is considered the oldest system in the brain as it is connected to our memories and emotions. An input of smell could cause one to feel comfort or alarm, depending on the smell.	<ul style="list-style-type: none"> I seek strong smells. I love to smell different things, e.g. candles, foods etc. I can sometimes smear when seeking olfactory input. 	<ul style="list-style-type: none"> Offer me strong scented items throughout the day such as sweet, woody and minty smells. Use olfactory input within in your sessions as much as possible.
Gustatory- The purpose of taste is to identify what kinds of foods a person likes, and what foods are dangerous or foods to stay away from.	<ul style="list-style-type: none"> I seek gustatory input and can become very overstimulated by food. I love to lots of different food textures and tastes. I love trying new foods. I especially like crunchy foods. 	<ul style="list-style-type: none"> Offer me opportunities to explore new foods and textures through food exploration sessions, allow me to go at my own pace and do not push me to touch or try any foods that I find difficult. Ensure I am offered foods I enjoy at snack times, these include: crackers and rich tea biscuits. Order me a school meal each day and offer this to me to explore. Once I have finished eating my snack or lunch, please offer me an alterative space, whilst my peers finish eating.
Visual- This sense helps interpret what we see through colours, shapes, letters, words, numbers, and lighting.	<ul style="list-style-type: none"> I seek visual sensory input. Items that spin or light up are highly motivating for me. I will bring light up items up to my eye in order to get the most visual feedback from them. 	<ul style="list-style-type: none"> Engage me in my learning through the use of visual resources and lights.
Interoception- This sense helps us understand and feel what is going on inside our bodies. People who struggle with their interoceptive sense may have trouble knowing when they feel hungry, full, hot, cold or know when they need the toilet.	<ul style="list-style-type: none"> I find it difficult to know when I am feeling full and may over fill my mouth at meal times or take food from others. I also find it difficult to know when I am feeling too cold or too warm. I struggle with when knowing I need to go to the toilet. 	<ul style="list-style-type: none"> Please ensure you load my spoon for me and then allow me to feed myself. Please move the plate out of my reach, so I am not able to place too much food in my mouth. Be aware that I may take food from others and take me straight to the playground/sensory room/ELLIE room when I have finished my lunch to avoid me becoming fixated on food that is not mine. If it is cold support me with putting on my coat shoes and socks so that I do not get cold at playtime, if it is warm, support me with removing my jumper or cardigan. Prompt me to go to the toilet throughout the day, support me to sit on the toilet using vocalisations and visual prompts.





My Regulation: I currently require – ‘Universal’, ‘Targeted’, ‘Specialist’ support

Things that are important to me and help me to regulate		What can affect my regulation and ways I may show this to you:	How you can you support me to regulate: (Self/Mutual Regulation and Transactional Support)
Things that may dysregulate me			Self Regulation: Mutual Regulation: Transactional Support:
			Self Regulation: Mutual Regulation and Transactional Support:
If I am becoming dysregulated, I might give these early indicators:			Mutual Regulation: Self Regulation: Transactional Support:
		There are times when I may need further support to regulate my emotions Spaces that can be used to support me: Physical Intervention that may be used to support me for my safety if necessary:	

Activate Windows

Go to Settings to activate Windows

In most cases, ‘dysregulation’ is a sign that they may not have the skills to tell you what they need. Sometimes, they may not even *know* what they need. What are they trying to communicate? What do they need, What doesn’t feel right? and how can we help?

‘There’s a need that requires addressing so that they can feel safe, connected and calm’





My Regulation: I currently require Universal support

Things that are important to me and help me to regulate

- My favourite songs; In the Night Garden; any song by Ed Sheeran!
- Changes of position
- Being able to see what is happening in the classroom
- Consistent routine & transitions
- Medication being on time
- Silly noises
- Balloons
- "Ready steady go!"

Things that may dysregulate me

- When I do not know what is happening in my surroundings
- Sudden loud noises
- Feeling unwell
- If I have not had a position change
- If I have a seizure
- Being tired.

If I am becoming dysregulated, I might give these early indicators:

Extending my body
Pink in the face/ neck
Bottom lip goes down
Arms draw into the body
Becomes stiff
Cry and vocalise



What can affect my regulation and ways I may show this to you:

When I am uncomfortable or unwell, I can become unsettled and upset and this will make me cry. I can have seizures and these can make me very upset. **I will show you this by** vocalising loudly and crying.

Sometimes, if a peer makes a loud unexpected noise I can become dysregulated. This usually happens when I do not know what is happening around me or where my friends are. **I will show you this by** vocalising and widening my eyes.

When I have passed urine or had a bowel movement I can become uncomfortable. **I may indicate this by** using my voice.

When I am uncomfortable, I can become unsettled and upset and this will make me cry. **I will show you this by** drawing my arms up towards my body, extending myself and becoming stiff.

How you can you support me to regulate: (Self/Mutual Regulation and Transactional Support)

Mutual Regulation:

- Ensure I am correctly positioned in my equipment.
- Play in the Night Garden or an Ed Sheeran song
- Allow me to have a change of position on a mattress and mats.
- I have permission for paracetamol, please give me my dosage if I am in pain.
- Monitor my seizures and please let my family or carer know at the end of the day.

Mutual Regulation and Transactional Support:

- Speak to me and reassure me, tell me who is making a noise and make a joke of it "oh he is making such a racket isn't he Eva**"
- Play my favourite songs- "In the Night Garden" or an Ed Sheeran song.

Mutual regulation:

- Please take me to the bathroom to change my pad.
- Give me the object of reference for the bathroom so I understand where I am going.
- Please talk me through what is happening throughout the process.

Mutual Regulation:

- Ensure I am correctly positioned in my equipment
- Remind me to put my "bottom on the seat".
- Allow me to have a change of position on a mattress/mats

What can affect my regulation and ways I may show this to you:

- A lack of sleep or a change in my morning routine. I may pace the room, use inappropriate language or direct my dysregulation physically towards others.

How you can you support me to regulate: (Self/Mutual Regulation and Transactional Support)

Self Regulation: I may self regulate in ways that aren't appropriate, for example seeking proprioception through biting my right index finger to calm me down.

Mutual Regulation: having a walk with trusted adult - adult reassurance, and offering alternative space; sensory room, Oasis etc.

Transactional Support: Verbally asking or if I am at a crisis point using my emotional regulation board.



"If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves."
C.G. Jung

NAKUPENDA

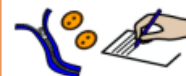


"When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos."

-L.R. KNOST



My Physical Needs - Independence & Motor Skills



To support my self-worth and confidence:

- **Feeding myself at snack and lunch times-** Please make sure you pace me at snack times, giving me a small amount of my chosen item at a time, encouraging me to request again , before giving me more. This ensures I do not overfill my mouth or become overstimulated. At lunchtime, please encourage me to use my cutlery (spoon or fork), you may have to move my plate away once I have loaded my cutlery to ensure I do not move too quickly.
- **Self care routines-** Please show me the toilet photo and object of reference before taking me to the toilet, I require 2 adults to support me with my personal care. I wear a pad but am working on toilet training. When I arrive at school, I wear a onesie under my clothes, this supports me in not smearing when I am overstimulated.
- **Sensory support-** I need support with all aspects of my sensory integration (please see sensory page).
- **Putting on clothes and shoes-** I can put on my shoes when I am motivated to do so, I need adult support to put on my coat and waterproofs. I can not change myself during swimming or when I require clean clothes.

My gross motor skills:	What are my needs?	How can you support me?
Physical skills that use large body movements, normally involving the entire body.	<ul style="list-style-type: none">• My gross motor skills are very good. I enjoy running, jumping and using climbing equipment. I love playing in the playground, soft play and trampoline room.	Encourage me to: <ul style="list-style-type: none">• Throw and catch a ball when playing.• Kick a ball during playtime.• Use the playground equipment i.e. swings and slide.• Complete sensory circuits
My fine motor skills:		How can you support me?
Smaller, more precise movements, normally using the hands and fingers	<ul style="list-style-type: none">• I need adult support to manipulate clothing fasteners, like buttons and zippers. I can use Velcro such as my shoes.• I enjoy threading tasks.• With support I can trace lines and shapes, I can hold a pen/pencil just need support with preciseness.	Encourage me to: <ul style="list-style-type: none">• Encourage me to complete fun activities to develop my fine motor skills and develop hand-eye coordinating e.g.:• using tweezers/grabbers to transfer objects.• Simple tracing activities – hand over hand.• Button/ zip activities.



My Physical Needs – My Equipment



What do I need support with?	What do I need to support me?	What can you do to support me?
I use a range of equipment throughout my day to support my physical needs.	Seating Support: · Home Wheelchair; CAPS 2 · Class Chair: Triton Size 2 	Please ensure that I have position changes throughout the school day. Please ensure that I am correctly positioned in my chair, with my hips straight and all the way back Please make sure that my feet are on my foot plate When I am uncomfortable I will extend and push myself off my chair, please make sure that I return to the correct sitting position. I may need to be given time out of my wheelchair.
	Standing Frame: Lecky Size 2 	Please ensure that I am wearing my AFO's when I am in my stander. Please give me lots of encouragement and praise when I am standing.
	AFO's 	Please give my feet a rest from my AFO's at lunchtime when I am out on the mats. Please check my feet for marks when you remove my AFO. If red marks persist for longer than 30mins please let the physio team know.



My Medical Needs



What are my medical needs?	What does it look like?	What can you do to support me?
Eating and Drinking	<p>I have a gastrostomy, all my water and feed go through here.</p> <p>I have a blended diet which my mum makes for me for when I am at school.</p> <p>I like to try some of my blended diet orally as well as a thickened drink.</p> <p>My water flushes are: 30 ml pre & post</p>	<p>Please ensure you have read my feed regime carefully</p> <p>Please ensure you tell me what you are doing as I can sometimes jump when you touch my button.</p> <p>Please ensure that my right angle extensions are changed <u>weekly</u>.</p>
Reflux	<p>I can have periods of reflux and vomiting. This usually happens if I have had my blended diet too quickly or if I am uncomfortable in my wheelchair.</p>	<p>Please keep me calm, I can find these times very unsettling.</p> <p>Please tell my family if I have had a vomiting episode, this is very important as I may have aspirated and become very poorly after an episode so need to be monitored.</p>
Signed: (Nurse) (DHT/AHT)		



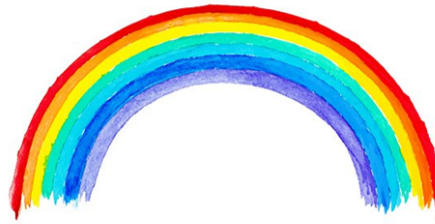
My Medical Needs



What are my medical needs?	What does it look like?	What can you do to support me?
Epilepsy	<p>I have a focal seizure disorder. My seizures can look like: unresponsiveness, lip smacking movements, full body stiffness, muscle spasms and sometimes brief absences / appearing vacant.</p>	<p>I have emergency medication. Please follow my care plan.</p> <p><u>Call an ambulance</u></p> <ul style="list-style-type: none">• If at any stage you feel that you need assistance.• If the seizure has not stopped by 5 minutes.• If you notice that I am not breathing or if I am turning blue.• If I have suffered serious injury due to the seizure.• If I have more than 3 brief seizures within 30 minutes.• If after the seizure has stopped you are worried that I am not recovering.

My Play

What play schemas do I show?	What will this play look like?	What play activities can support my learning?
Transporting – Children enjoy moving objects and themselves from place to place.	<ul style="list-style-type: none"> I enjoy moving resources from one place to another. I may carry many items at a time using my hands, pockets, containers, baskets or transporters. I may find it difficult to engage in an activity for prolonged periods. 	<ul style="list-style-type: none"> Allow me to be physically active outside. Provide me with different options to move objects from one place to another, such as a wheelbarrow, toy pushchair or basket.
Trajectory – Children are interested in how things move and respond.	<ul style="list-style-type: none"> I enjoy moving things and myself horizontally, vertically and diagonally. I may throw objects or food. I may climb and jump. I may kick things not made for this purpose. 	<ul style="list-style-type: none"> Play chasing games with me. Allow me to have access to water play. Play throwing and catching games. Blow bubbles for me to pop.
Enveloping – Children are learning about space and capacity.	<ul style="list-style-type: none"> I am interested in covering and hiding items, including myself. I enjoy filling containers with different objects. I may bury items in sand. I may wrap up toys and objects using blankets or paper. 	<ul style="list-style-type: none"> Provide me with different materials. Have dressing up outfits available. Wrap objects for children to unwrap. Use everyday objects to wrap, hide and fill containers with.
Transforming – Children are learning about cause and effect.	<ul style="list-style-type: none"> I enjoy mixing different items together. I enjoy tearing and cutting things. 	<ul style="list-style-type: none"> Give me access to playdough play. Provide me with controlled sensory play opportunities.

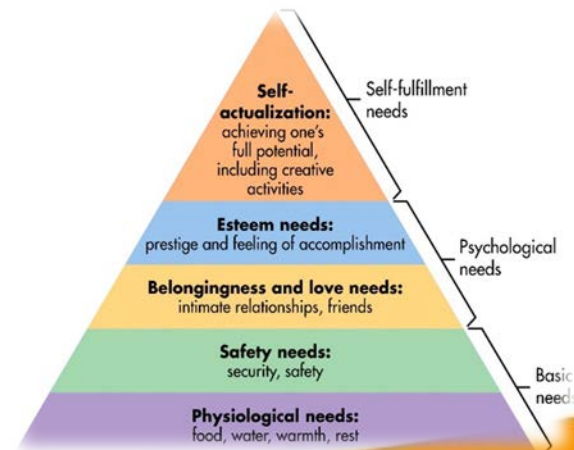


*“In all this world there is nothing as beautiful
as a happy child...”*



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Ready for
Meaningful
Learning...



PLPs 'Personalised Learning Plans'

Why is it so important that each pupil has their own Curriculum?

335 pupils with 335 uniquely and brilliantly different needs, motivators, families



To transform our children's lives and the lives of their families (**Our Mission**)

To inspire breakthroughs in the way society enables children with complex needs to find true fulfilment (**Our Vision**)

To give our pupils every opportunity to Be All That You Can Be (**Our Motto**)



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Be All That You Can Be

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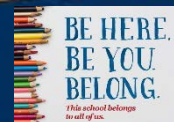
15th September 2022

Dear Families,

Welcome to the new school year. Your child will receive two Personalised Learning Plans 'PLPs' each academic year, the idea is very much that we work on the big, important outcomes that are most meaningful to you and your family and ensure that what we are teaching every day will work towards achieving them.

We will ensure that any priorities you identify are reflected in your child's first PLP of the year, which is currently being written. Please fill in the box below to support us to do this:

Outcomes and Priorities for the year ahead (What would you like us to focus on with your child?)



To develop my engagement for learning.
To develop my functional communication and peer relationships
To develop my independence and confidence in a range of situations.



Privilege & Responsibility



'48% of families are dissatisfied with the EHCP process'

Twice a Year

Outcomes that will really make a difference to me and my family

MY PERSONAL LEARNING PLAN



How you can help me communicate...

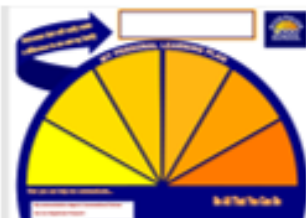
My communication stage is: Language partner

Name
March 2020

Be All That You Can Be

- Complementing EHCPs – Using the SEND code of Practice four areas of need.
- Pupils in KS 4&5 (years 10, 11, 12, 13 & 14) Pathways for Preparing for Adulthood headings: 'Employment' or 'Participation', 'Independent Living', 'Community Inclusions', 'Health Pathway'





Example| Home Learning Plan (HLP) Summer 2021



Links to my Personalised Learning Plan (PLP):

Focus 1: To support me in communicating my need for the toilet, please encourage me to exchange the toilet photograph and practise the Makaton sign each time I need the toilet. (Please see visuals enclosed)



Focus 2 & 3: Encourage me to explore a variety of toys that require me to use my fine motor skills to operate them. This could include toys with small on and off switches, windup toys and levers. Play games of 'my turn/your turn' to develop my understanding of turn taking. A great way to increase my play skills, curiosity and engagement would be to create sensory play activities that we can explore together. Include edible wet and dry textures for me to taste (sensory lights, mirrors, instruments, and everyday objects. This is also a great way for me to enjoy child led play where my family can follow my lead and share my enjoyment. See below for some ideas.



Focus 3: A good way to increase engagement and curiosity is to create a surprise bag filled with attention grabbing resources: This could include 1. black card

UP on 21st December

Yours sincerely,

Charlotte Williams
Assistant Headteacher

Thanks Charlotte!

This was really lovely to do - makes
you realise how far [redacted] has come !!
J

Child's name: [redacted]

Major achievement:

[redacted] CAN PUT ON HIS PJS WITHOUT HELP - AND HIS SCHOOL SHOES!

[redacted] ENJOYS HIS LITTLE SISTER CHLOE, LAYING IN HIS BED WHILST WE
READ THEM A BEDTIME STORY (HE REALLY LOVES THIS!)

[redacted] COMMUNICATES HIS REQUEST TO BE CHANGED CLEARLY + CONSISTENTLY

[redacted] CAN POINT TO ONE OF HIS FAVORITE FILMS LISTED ON OUR SKY PLANNER

Your name [redacted] ACTIVELY PULLS MUM, DAD & CHLOE TOGETHER
FOR A FAMILY HUG

[redacted] HAS SETTLED IN REALLY WELL AT HOLLYBANKS

Business Manager: Mrs Sue Crane, ACIS
ne@riverside.bromley.sch.uk

[redacted] CAN SIT AT THE DINNER TABLE FOR A PERIOD
AND WITHOUT THE IPAD J



Building a Brighter Future - The Riverside Way



Be All That You Can Be

