Meeting the needs of pupils with a wide range of different complex needs, including social and communication difficulties (including those with Autism), as well as pupils with sensory, physical, medical and/or additional learning needs.

Our School Offer

Welcome to Riverside School, a school where every pupil is truly valued for who they are; a school that gives every pupil every opportunity to Be All That They Can Be.

Our core values are at the heart of everything we do:

Aspiration Resilience Creativity Humility Integrity Trust Enthusiasm Courage Teamwork

They make up the acronym ARCHITECT to signify our passion for designing and building a school that will make an indelible mark on the world for generations to come; a school that will impact positively on everyone who enters, on people we may never meet, and in ways we may never know.

We see our pupils' time at Riverside School as just the first part of their journey and we want them to leave us at the age of 19 as confident, lifelong learners. We also want them to remember their time with us with great affection, with memories of life-enriching experiences and enduring relationships.

We will continue our relentless drive for excellence, because our pupils and their families deserve nothing less. We will improve outcomes at an individual, school and societal level, and we will judge our success on the extent to which we transform lives, both within and outside of Riverside School.

At Riverside School, we always start with WHY: Why do we do what we do?

1. To transform our children's lives and the lives of their families (Our Mission);
2. To inspire breakthroughs in the way society enables children with complex needs to find true fulfilment (Our Vision); and
3. To give our pupils every opportunity to Be All That They Can Be (Our Motto).

We follow this with HOW: How do we do what we do?

1. In full accordance with our Values;
2. In an Ethical and Sustainable way; and
3. In a way that everyone in our school community feels a true sense of Belonging.

We follow this with WHAT: What do we do?

1. At School;
2. At Home; and
3. In the Community

We are proud to share our ten pledges with you:

Pledge 1: We will equip our pupils with a profoundly personalised curriculum framework so that they succeed, flourish and leave their mark on the world.

Pledge 2: We will improve the emotional wellbeing of our pupils and their families by placing The Pursuit of Happiness at the heart of our multi-agency work.

Pledge 3: We will ensure current and future pupils make remarkable progress by attracting and developing the highest calibre special educators at Riverside School and beyond.

Pledge 4: We will shift mindsets, shape policy and change practice to secure system-wide school improvement at a local, national and international level.

Pledge 5: We will ensure that families have their lived experiences acknowledged and their voices heard in order to bring about positive change for themselves, their children and other families.

Pledge 6: We will improve community access, inclusion and participation for our pupils and their families and create a ripple in communities up and down the country.

Pledge 7: We will make the seemingly unachievable achievable by engaging, energising and mobilising our whole school community to Build a Brighter Future – The Riverside Way.

Pledge 8: We will consciously, deliberately and systematically ensure that our school and the local community is a more sustainable and greener place.

Pledge 9: We will campaign tirelessly with, and for our pupils and their families, to amplify the voices of disadvantaged and marginalised communities and create a society which is more equal, just and fair.

Pledge 10: We will promote inclusion and celebrate diversity in all its forms to ensure that everyone in our school community feels a true sense of belonging.

Our 360 pupils are based over four sites: Beckenham, Phoenix, St Paul's Cray and West Wickham, and the best way to learn more about our work is to visit and spend time with our inspirational pupils and dedicated staff. We are confident that when you walk around the school, you will get a sense of The Riverside Way, and once you have experienced our community, you will want to become a part of it.

Information and Guidance: Who should I contact to discuss the concerns or needs of my child?	
Class teachers	Are responsible for: • Truly personalising your child's curriculum to take account of their strengths, interests and barriers to learning. • Monitoring the progress of your child and identifying, planning and delivering the next steps for their learning. • Liaising with multi-agency colleagues as appropriate to ensure your child's holistic needs are addressed. • Ensuring you are kept informed about the progress your child is making. If you have any questions or concerns about your child's learning or progress, you should speak to your child's class teacher in the first instance.
Members of the Leadership Team	Are responsible for: • Leading and coordinating curriculum provision for pupils within each phase. • Rigorously monitoring pupil outcomes within each phase using a range of progress measures. • Liaising with a range of agencies outside of school who can offer specialist advice to help pupils overcome any difficulties. • Providing specialist training and guidance to ensure that all staff are skilled and confident in their ability to meet a diverse range of needs.
Headteacher	Is responsible for: • The day-to-day leadership and management of all aspects of the school, including the provision made for all pupils.
Chair of Governors	Is responsible for: • Supporting and challenging the school to evaluate and develop quality and impact of provision for all pupils across the school.

Assessment, Planning and Review: How can I find out about how well my child is doing?
Ongoing monitoring is carried out by class teachers and members of the leadership team to identify pupils who are not making expected levels of progress. After discussions with key staff and families, additional strategies are put into place which may include specific resources or targeted, more intensive support to help overcome any difficulties. The views of the pupil about their support will be given consideration at this stage. Desired outcomes and means of support are documented in Personal Learning Plans and Happiness Passports and objectives are aligned with outcomes identified through the EHCP process. Where external

agencies are involved, their advice and recommendations are included in any interventions. Actions agreed take into account each pupil's strengths as well as any barriers to learning.

Staff ratios are flexible and reflect the needs within each class. These needs can change over time and staffing levels will therefore 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 and outcomes identified in EHCP's are reviewed. 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 on offer for all pupils from KS3 upwards.

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

Our teachers are highly skilled at adapting teaching to meet the diverse range of needs in each class and curriculum pathway. Daily planning systems take into account the needs and priorities of each individual pupil. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Pupil grouping arrangements are organised flexibly to maximise learning opportunities for all. Additional adults are used flexibly to support individual pupils, and monitoring takes place to avoid pupil's becoming over reliant and dependent on this adult support. Following assessment of perceived benefits, research-informed interventions and strategies are used as and when appropriate.

Interventions

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, social and self-help skills
- Appropriate training for staff to meet children's needs

Access to support – Speech and Language

- Access to Speech and Language Therapists (through Bromley Healthcare)
- All S&LT targets and programmes disseminated to and followed by class staff
- Teaching assistants to attend S&LT sessions when possible
- Specific differentiation and modification of resources as appropriate

- Makaton signing used across the school
- Visual supports embedded in all classes
- Use of Alternative and Augmentative Communication (AAC) devices and communication apps tailored to individual pupils

Strategies to support and develop numeracy and literacy (including reading):

- Little Wandle phonics programme offered to pupils across all pathways
- Consistent use of symbols and signage across the school
- Use of community to provide real-life opportunities to extend mathematical concepts (numeracy, calculations, time, money)
- Small group and individual intervention programmes
- Riverside Lounge and Happy Café to practice functional maths skills in real-life context

Provision to support access to the curriculum:

- Through assessment to identify needs
- Profoundly personalised curriculum
- Extensive range of multi-sensory resources
- Close liaison with families

Strategies and support to develop independent learning:

- Consistent use of visual supports
- TEACCH approach where appropriate
- PECS where appropriate
- High levels of differentiated activities

Pastoral Support

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

- ELSA support for targeted pupils
- Social skills groups
- Lunch time clubs
- Work experience and community experience schemes in KS4/5
- Regular phase and whole school celebrations
- Stars 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 families):

- Happiness Passports for all pupils

- Transition support, visits and events
- Social stories
- Regular contact and liaison with families
- Parent, Staff and Family Association (PSFA)
- Riverside Roots
- Annual Family Conference

Strategies used to support self-regulation (behaviour):

- Comic strip conversations
- Emotional literacy groups and visual aids (such as personalised five-point scale)
- Access to sensory rooms at all four sites to support sensory processing needs
- Key support model and focus on a detailed understanding of each child
- Relationship-based approaches, including Rhythmerside, massage and tacpac
- Wellbeing initiatives, including yoga and relaxation classes
- Home-School contact books
- SCERTS approach underpinning curriculum design and the design of responsive environments
- Functional analysis of incidents leading to targeted interventions
- All staff trained in Team Teach (positive behaviour support programmes)
- Use of Behaviourwatch to record incidents and shape interventions

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:

- Each child receives a universal, targeted or specialist offer of regulation support, regularly reviewed by class staff and Leadership Team
- Regular reporting to families on achievements linked to PLPs/ EHCPs
- Detailed target-setting
- Regular discussions with families
- PLPs for all pupils with input from families and multi-agency colleagues where appropriate
- Unique Profiles to capture progress linked to PLPs

Accessibility

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

- Access to occupational therapy and physiotherapy
- Advice from professional disseminated and followed
- Recommended equipment embedded in daily practice
- Intervention groups to target specific needs, e.g., Rhythmerside, physical skills group, phyzzybods group, hydro-therapy groups

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 iPads used widely across the school
- Get Connected Room, Starlight Room and ELIE Room
- Extensive outdoor play facilities
- 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

Access to medical interventions:

- Use of individualised care plans
- First aiders at all sites and nurses based at St Paul's Cray site
- Referrals to paediatrician, nutritionist and dentist
- Referrals to clinical psychologist/ CAMHS/ DSR
- Access to whole staff training via school nurse or sensory support services

Communication with professionals and families:

- Regular meetings as required
- Members of the leadership team available at all times
- Referrals to outside agencies as required, families are informed at all times
- Voluntary agencies e.g., Bromley Parent Voice, Bromley Mencap, IASS
- Riverside Roots

Agency	**Description of Support**
Educational Psychology	As required
Sensory Support Service	Support for children additional hearing or visual difficulties
Speech and Language Therapy	Assessment and intervention
School Nurse	Assessment and intervention
Occupational Therapy	Assessment and intervention
Physiotherapy	Assessment and intervention
CAMHS	Referrals can be made at any time and interventions supported at school

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, Maypole Project, IASS (offering impartial, confidential information, advice and support for parents/ carers of children with SEN)

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

Riverside School rather than an individual site will be named on a child's EHCP, allowing the flexibility for pupils to move to different sites if their age/ learning profile requires this.

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

When moving classes in school – Transition meetings take place with the new teacher and teaching assistants. Personal Learning Plans, Unique Profiles and Happiness Passports are shared to aid transition. Additional care plans and therapy programmes are also shared, and opportunities for observing the child are built into transition arrangements. Opportunities for children to spend time in their new class/ with new classmates/ staff are organised as required, depending on the needs of each child. Additionally, photo sheets and social stories about change may be used.

Site transition – Riverside School reserves the right to place pupils at the most appropriate site, based on their specific needs. All decisions around site placement are determined by a number of different considerations, there are a number of site-specific and environmental considerations, such as classroom sizes, outdoor spaces, specialist facilities and age ranges. Personalised transition arrangements are in place to support pupils transitioning from one site to another.

When moving to another school – We will contact the new school and share information about the support that has been successful with your child. We will ensure that all records (as above) are passed on to support the transition process.

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. Ongoing training covers:

- Team Teach
- Little Wandle
- Sensory Processing Difficulties
- PECS
- Sounds of Intent

- Engagement Profile and Scale
- Intensive Interaction
- SCERTS
- Using Visual Supports
- Attention Autism

We run our own in-house training for teachers and TA's. 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 settings working with pupils with a range of complex needs.

We also have staff with specialised expertise and qualifications in school such as accredited training for pupils with Autism (up to Masters level qualifications and a range of NPQs including:

- Makaton tutor
- Team Teach tutor
- Sensory Processing
- Expressive Arts
- Moving and Handling

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

Class Teacher/ Member of the Leadership Team/ 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