

Riverside Primary School

Special Educational Needs Disability (SEND) Information Report- September 2025

Riverside Primary School...

'Where everyone matters and every day counts'

How do we support children with Special Educational Needs or Disabilities?

- There is an expectation amongst staff to demonstrate high quality teaching in the first instance and the use of differentiated and personalised approaches to teaching and learning. We comply fully within the regulations outlined in the Special Educational Needs Code of Practice (2014). You can find a copy it here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- At Riverside Primary School, we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and the well-being of every child in the school is important.
- We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All children should have the opportunity to join in with their peers in the curriculum and everything that school has to offer. We aim to pay particular attention to the provision for, and the achievement of, all differences within the school, providing extra resources and support, where possible.
- This SEND Information Report has been created so that we can regularly review what we offer to all children and to amend as necessary. It is also to demonstrate how we implement the SEN policy and to provide you with more information about how we will support your child in school.
- You can find more information about how we would support children fairly and equally in the school's Equality Scheme. This is available on the school's website.

What are the different Special Educational Needs that are provided for?

- Riverside Primary School is aware and celebrates that each child will make a unique contribution to school life and will bring with them an array of abilities and talents.
- There are various reasons why children find school difficult, so it is vital that we identify these difficulties early so that the correct support can be put in place.
- We believe that all children and young people have a right to an education where they can:
 1. achieve their best and make progress
 2. become confident individuals
 3. develop as much independence as possible
 4. make successful transitions

- A Child or Young Person may be considered to have Special Educational Needs if are making significantly less than expected progress given their age and individual circumstances (Code of Practice 6.17). As a result, they may fall into one or more of the following categories and their needs form a specific barrier to their learning;

A difficulty in one or more areas of learning which is significantly greater than the majority of children of the same age.

A disability which prevents or hinders the young person in accessing the full curriculum or educational facilities.

(Section 20 of the Children and Families Act 2014)

All staff are aware that Special Educational needs may fall into one or more of these four broad areas:

1. Communication and interaction

Children with speech, language and communication needs (SLCN) may show difficulties with communicating with others. This may be because they have difficulty in being able to say what they want to, understanding what is being said to them or they may not be able to understand the social rules of how communication takes place. Children with an Autistic Spectrum Disorder (ASD) may show specific difficulties which are associated with often having social interaction, language or communication needs.

2. Cognition and learning

Learning difficulties vary and cover a variety of needs. This includes children who have difficulty with learning, thinking and understanding or who have some developmental delay. They may have features of moderate learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) where children may have complex learning difficulties. Children may have specific learning difficulties (SpLD) which primarily affects one aspect of learning, for example: Dyslexia, a difficulty that

affects fluent word reading and spelling. Dyspraxia, a difficulty with gross or fine motor skills and Dyscalculia which is having difficulties with maths. They may have moderate or severe learning difficulties so are not progressing at the same rate as their peers.

3. Social, emotional and mental health

Some children may experience various difficulties ranging from finding it extremely difficult to concentrate, to being isolated or withdrawn to displaying challenging behaviour. This may lead to children may be diagnosed medically as having Attention Deficit Disorder (ADD) or Attention Deficit and Hyperactivity Disorder (ADHD).

4. Sensory and/or physical needs

Children may require specific educational provision or equipment because they have physical needs in the areas of hearing impairments (HI), visual impairment (VI), multisensory impairment (MSI) or physical disabilities. Some children may also have medical needs that schools need to monitor and be aware of. How we deal with these specifically can be found in the Medical needs Policy.

(Reference: See the school's SEN policy and the Medical Needs Policy)

What should a parent do if they think their child may have Special Educational Needs?

- If the first instance, contact your child's Class Teacher who will happily discuss any concerns you may have. They have the responsibility to check on the progress of your child to identify, plan and deliver a curriculum that will meet your child's needs. The Class Teacher will meet parents at least on a termly basis (usually through Parent/ Teacher consultations) to raise any concerns at these meetings.
- You can also speak to a member of the Senior Leadership Team. They are always available on the gates every morning and at the end of school.
- Miss Marshall is responsible for Special Educational Needs. She will always be willing to speak to you if you are concerned about your child's progress. You can contact Miss Marshall on 01702 230911. Alternatively, Mrs D Rice, Inclusion Support, can be contacted.
- Mrs Morley, along with the Class Teachers regularly discuss in weekly meetings any concerns that have been raised as we seek to meet the children's needs.
- If your child has been raised as having a specific need, One Plan meetings will be held twice annually with parents, the Class Teacher, any outside agencies or professionals involved and, if necessary, Mrs Morley, so that personalised targets can be set and these will be monitored in class.
- We want to ensure we are building positive relationships with all the parents at the school so we hope for an open and honest dialogue whereby we can all work together.
- Please do come and speak to one of us if you have any concerns at any time.

- There is also information on our school website which may help with any concerns you may have.
- Essex County Council has produced a website which also contains an array of information. <http://www.essexlocaloffer.org.uk/>

What are the arrangements for consulting parents of pupils with Special Educational Needs?

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning policy). We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Assess

Assessment is on-going across all aspects of school life. Children all have individual targets in the core areas, in order to help them move on in their learning. Decisions are then made as to the most appropriate steps to take to support the learner; pupil progress meetings are held for all children regularly as part of the assessment process. School based assessments will be carried out regularly to see where there are any gaps in the child's learning. This allows us to track information and know whether or not they are performing below their age expected levels. Assessments from the medical field or other professionals will also be taken into account.

Plan

Riverside staff will monitor every child who needs support in order to enhance progress. This may involve something 'additional to or different from' (From the updated Code of Practice January 2015), a differentiated curriculum and different strategies that can be put in place for support. Consultations are held with parents, and the child if appropriate, and all our additional provision (internal or external) is based on an

agreed outcomes approach. These consultations use a person centred approach so the meeting agrees to help the pupil together in the best possible way. Strategies will be discussed with the child and parents and carried out over a set time. Some children will have targets set to support emotional or social development, or those pertaining to their very specific SEND. The children will know what the next steps are in order to progress. The children will have a **One Plan** which will be a profile of their strengths, aspirations, and the co-ordinated support and outcomes being sought. This will form a plan for the way forward so that children are supported appropriately.

Do

The plan will be put into place and be monitored closely by the Class Teacher and the SenCo. The pupil's One Plan which documents their SMART (Specific, Measurable, Achievable, Relevant and Timed) targets are updated twice yearly and reviewed by the SenCo. Learning Support Assistants (LSA) are deployed across the school to support all children, as directed by the teacher. Children who are finding some aspects of learning difficult maybe supported in a smaller group usually within the classroom for short periods of time usually on a weekly basis working towards specific outcomes. These interventions will have a start/end date and will have a specific focus.

Review

The review takes place to assess progress and needs. The specific support or intervention may stop if the desired outcome has been reached; it may continue as it is if it is still appropriate, or may be adapted or changed according to next steps needed. Through colleague collaboration, the progress, engagement and conduct of learners is discussed on a regular basis.

Within the Code of Practice, there are two categories for children with SEND. If at the end of this graduated approach it is felt that children need additional support within school they will be classed as needing Additional school Intervention. However, if your child has a specific need which may be complex and lifelong, support is available in the form of an Education, Health and Care Plan (EHCP). This means your child has been identified by various professionals as needing a higher level of support. The school or a parent can request that the Local Authority carries out a Statutory Assessment which is a legal process:

<http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Special-Educational-Needs.aspx>

How do we involve the pupil in the process?

- The pupil's voice is essential in moving their learning on. We use the One Plan to help pupils identify their strengths, how they would like to be supported and their aspirations. Pupils, where appropriate, are involved in any meetings if they are able and want to be involved. Their views will be sought prior to the meetings but they are also welcome to be part of the meeting as well if it is deemed appropriate.

How do we ensure early identification and support children with special educational needs?

- Teachers will regularly review the children's attainment levels so will be able to identify if there is a learning need. If a child is displaying an area of difficulty additional expertise will be sought.
- We believe that early identification is vital to the success of the children at Riverside Primary School and every member of staff that works with your child will be committed to discussing any concerns as soon as they become apparent.
- If your child is identified as needing additional support, school will set up a One Plan meeting for this to be discussed in more depth.

How are arrangements for assessing and reviewing children's progress made towards making achievable outcomes?

- Teachers plan daily lessons to meet the needs of all pupils in their classes so as to promote learning for all. Teachers will also plan additional provision for small groups and individuals to support learning needs.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities to ensure that progress is made in every area.
- If there is a concern regarding a child, we would look at assessing the child using nationally recognised tests. From the information we gather we are then able to identify whether additional help would be required from the medical field or whether we need to put specific interventions in place in order to assist the child in being able to achieve the required outcomes. This will be documented in the child's One Plan meeting.
- The class teacher will use a provision map to set out the support your child is receiving and evaluate the success of any interventions that your child may be given.
- Some children are given specific targets so that is it easy to monitor and track progress.
- Intervention programs and the targets are regularly reviewed so to ensure we are meeting the child's needs.
- Throughout this process, the child and their parents are involved.

How do we make arrangements for supporting children moving between different phases of education?

- At Riverside Primary School we recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. We have good liaisons with pre-school groups which provide us with early identification of children having possible difficulties. The SENCO/ KS1 phase leader/Inclusion Support meets with staff from the local Pre-Schools so that extra transition arrangements can be made for pupils with SEND. Much care is taken over transition arrangements for pre-school children to school, including 'meet the teacher' sessions.

- The school recognises the importance of a close link with the Local Secondary Schools and again much care is taken over the transition arrangements for Year 6 children. Representatives from the local Secondary School will visit the school in the Summer Term to meet the Year 6 children. All Year 6 children go to the Secondary School for a preliminary visit in school time, when they meet their new tutors and partake in a variety of activities.
- The Special Educational Needs Co-Ordinator from the local Secondary School liaises with the SenCo from Riverside and class teachers in order to discuss those children who will be transferring on the SEND register. The Secondary SenCo will be invited to attend a final review meeting for children on the SEND Register in the Summer Term where new targets will be set.
- If you or the teachers feel that your child would benefit from additional visits to the Secondary school, these visits are made in the Summer Term.
- Where children on the SEND register are not attending the local secondary school, every attempt will be made to contact their new school, to pass on relevant documentation.
- When requested, relevant paperwork relating to Year 6 pupils on the SEND register will be handed to the secondary SENCO.
- Liaison between the parent/carers and the Secondary School is encouraged prior to the child's transfer to allay any concerns on the parent /carers or child's behalf.
- Riverside will liaise with other relevant educational settings such as pre-schools, other mainstream primary schools or if a child has come from another school out of area to make sure we are aware of any arrangements or support that needs to be put in place.
- When children move between year groups or key stages there are a number of meetings that take place between the professionals in the school so that all staff are aware of the needs of child. Children are also given additional time to visit their new classrooms and to meet with the new professionals they will be working with. Children are also given a transition booklet to refer to with their teachers in school and parents at home.

What is our approach to teaching children with SEND?

All children are provided with a broad and balanced curriculum which will help to develop their skills in all areas.

- At Riverside Primary School, all staff have a responsibility to promote inclusion.
- It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- All children have a right to individual help and respect from their teachers and other staff.
- All children should have access to all aspects of the curriculum at their level.
- The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

- All children are encouraged to engage in all activities.

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How do we adapt the curriculum and the learning environment of children with SEND?

- At Riverside, a number of different strategies will be used in order to support your child. This will be a mixture of: classroom-based differentiation; class based individual or group work. An intervention which may take place in or outside of the classroom individually or in a group.
- You will need to give your consent for outside agencies to be involved, such as Occupational Therapists, Speech and Language Therapists or Physiotherapists or the Educational Psychology Service, they may visit the school to work with your child.

What is the expertise and training of staff to support children with SEND?

- Mrs Morley has considerable experience in the role of SENCo and has been in this position for 16 years.
- Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes; gain independence and are prepared for adulthood from the earliest possible age. Riverside is fortunate to have staff who have an array of expertise and experience which they will use to help support your child.
- On-going training is regularly offered to all staff to help to develop their knowledge and learn about new ways of supporting children in and outside of the classroom. This may be in the form of external professions coming to offer their specialist knowledge.
- Performance management for all staff will highlight any training needs.

How do we evaluate the effectiveness of the provision made for children with SEND?

- Discussions will take place regularly so that we are constantly evaluating the effectiveness of the provision we have made in school.
- The views of the child will also be taken into account as to how they are finding the intervention.
- The views of the parents and school will also be taken into account to see if the intervention has been helping the child to progress.
- When needed, a One Plan meeting will be undertaken in the school to ensure we are supporting the children in the best possible way.
- SEND Coffee mornings are held for the parents of children with SEND so that we can gain their views on a regular basis.
- There are regular meetings between Mrs Morley and Ms Thresher (SEND Governor) and the outcomes of these are shared at Governing Body meetings.

How do we offer support for improving emotional and social development?

- If children require additional support - if they are showing behavioural difficulties, anxiety or are struggling to communicate effectively, support in school may take place at lunchtime through a variety of teacher run clubs.
- Our Learning Mentor undertakes different interventions which will support a child's social, emotional mental health.
- As a school, we will also refer to outside agencies where appropriate.

How do I know how well my child is doing?

We recognise that working in partnership with parents/carers leads to the best outcomes for all children. We have both informal and formal methods of communication.

SLT on the school gates

Daily Open door

approach Home/school

diaries

Parent/carer information sessions

Celebration Assemblies

Annual Reports
Visits from outside agencies
One Planning which includes Annual Reviews for those with EHCPs
Parent consultations
SEND parents Coffee mornings
Class/ SEN email accounts

If you are unsure about your child's progress, please do contact your child's Class Teacher or speak to a member of SLT either on the gate in the mornings or contact us via email through the school. We will respond to your enquiry as soon as we are able.

[How we do involve other bodies including health and social care bodies, local authority support services and voluntary sector organisations in meeting the needs of children with SEND and in supporting their families?](#)

We work in close partnership with a variety of multi agencies who have a wealth of expertise. All of these agencies will offer support to both the family and to the child depending on the needs of the child. Some of these include;

- Educational Psychologists (assessment of pupils needs)
- Specialist Teacher Team (offering advice to the school and to the parent, working with the child in school)
- Family Support worker (working with the family and the child both in and out of school)
- Speech, Language and Communication Therapist (assessments and speech therapy)
- School Nurse Team (health assessments and checks)
- Occupational Therapist (assessments and helping to develop the child's gross and fine motor skills)
- Attendance support worker (ensuring your child is in school regularly)
- EWMHS –Child and adolescent mental health services (to help with any emotional difficulties)
- Family Solutions (to work with the whole family)

[What support is available within the school and how will we support your child?](#)

All teachers deliver High Quality Teaching which will include adapted tasks so that we can offer a personalised curriculum. However, if children are struggling and need additional support there are a variety of resources available within the school. The school offers a number of interventions which may take place individually or within a group. Strategies will be used depending on the needs of the child. Some examples of what is offered in our school:

COMMUNICATION AND INTERACTION

Strategies/programmes to support speech and language

- We will deliver programmes provided by Speech and Language Therapists, in conjunction with support by the child's parents at home in a 1-to-1 or individual setting.
- Language rich classrooms with engaging activities that promote language development.
- Interventions which encourage children speech and language for example, Lego Therapy
- Nurture groups
- Interventions such as Musical communication to help to develop attention

Mentoring activities

- In class strategies such as talk partners are regularly used.
- Play Leaders in the playground at lunchtime.
- Year 5 reading buddies

Strategies to support modify behaviour

- Positive behaviour strategies are used by all teachers - we reward positive behaviours via the Team Point system.
- Use of visual resources/timetables.
- Interventions run by our Learning Mentor.

COGNITION AND LEARNING

Strategies to support/develop literacy including reading

- Small group/ individual support for example with additional guided reading or phonics.
- Floppy Phonics is used in Key Stage 1 and in Key Stage 2 this may continue for some targeted individuals.
- Additional guided reading/comprehension practice.
- Booster classes/group where appropriate in for children to enhance progress
- Interventions for those with specific learning difficulties e.g.: Toe by Toe or specific spelling interventions
- Talk for writing and reading is used throughout the school

Strategies to support/develop numeracy

- Small group/ individual support for example with additional practice for number bonds or tables.

- Use of small visual apparatus to support kinesthetic learners
- Group Tuition or booster classes where appropriate
- Use of technology to support learning.
- Access to times tables Rockstars and Sumdog
- 1:1 interventions such as The Power of 1.

Strategies/support to develop independent learning

- Key vocabulary displayed in classrooms.
- Word mats, word books, mind maps and the use Post it Notes
- Seating arrangements to allow a working buddy.
- Personalised activities/lessons.

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Social Skills programmes/support for self esteem

- Pupils are supported in short, small group sessions or 1:1 situations depending on their identified need to discuss strategies to develop self-esteem.
- We have weekly Celebrations Assemblies to promote our school values.
- We have Play Leaders from upper school pupils, trained pupils who will play games with less confident children.
- Each class has representation on the school council.

Access to a supportive environment – IT facilities/equipment/resources

- We use various apps on the ipads for some children with SEND to support their learning
- Access to laptops/ ipads as part of some class provision and allowing alternative ways of recording.
- Devices for additional recording e.g. Cameras, video recorders, voice recorders

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

- We can provide a Good Morning Club for anxious pupils, for example school refusers or new children.
- We have Play Leaders at lunchtime
- We have an open-door approach for anxious parents or parents of anxious pupils.

- We do transition work at school to support the transfer to secondary school. Extra visits may be arranged to the new secondary school for targeted children. We support all pupils with SEND to move year group. We provide social stories for certain pupils who need a visual prompt.
- Y6-Y7 transition programmes for some targeted pupils.

SENSORY AND / OR PHYSICAL

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- We will deliver therapy programmes, in conjunction with parents, as advised by an Occupational Therapist or Physiotherapist for individual pupils as part of their targeted work.
- We provide some small items such as writing slopes or pencil grips or adapted scissors and rulers as required.
- Repetitive overlearning strategies to practice certain targeted skills for individuals.
- Opportunities for alternative ways of recording, other than writing e.g. iPads.
- Gym Trail / fine motor skills interventions

Provision to facilitate/support access to the curriculum

- Access to small apparatus for example for counting in Maths, number squares etc.
- Personalised activities as appropriate.

Support/supervision at unstructured times of the day including personal care

- Play Leaders available to organise play with younger children at lunch time, under the supervision of a Play Leader supervisor.
- Reminding pupils to visit the toilet during break times.
- Allowing certain pupils with medical needs quick access to use the toilet at any time.
- Reminders to drink water frequently for all pupils.
- Adapted Shower room.
- Wheelchair access

Sensory Room

- For those children that have sensory difficulties there is a sensory room available throughout the school day.
- Some children will also require bespoke sensory equipment or activities.
- Structured sensory breaks take place for some children

[How the Governors involved and what are their responsibilities?](#)

- The governor responsible for SEND is: Ms D Thresher. If you need to contact her then please email d.thresher@riversideprimary.co.uk
- It is the responsibility of the governors and staff at our school, working in partnership with the children, parents and outside agencies where necessary, to ensure the needs of all children are met.
- Information regarding Special Educational Needs is given at the Full Governors Meetings which take place once a term. Training opportunities are offered to staff within the school to develop their knowledge and understanding of the developing world of SEND.
- All monies used for specialist equipment or resources required is utilised from the SEND budget and the EHCP allocated budget.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

- We sincerely hope there will be no need to make a complaint and will endeavour to work with you before it gets to this point.
- However, in the event that this is unavoidable, initially parents are encouraged to contact a member of the Senior Management Team within the school.
- The Complaints policy document can be found on the website should you require it.

Please read this document in conjunction with the SEND Policy.

Please do come and speak to a member of the SLT if there is anything you think we might be able to help with.