

## SEN Report for Riverwalk School 2019/20

### **The kinds of SEN that are provided for**

Riverwalk School provides for pupils who have severe to profound learning difficulties. Many of the pupils have complex health needs, and require high level of personal care. In addition there are specific classes for pupils primarily with autistic spectrum disorders with behaviours that challenge who need an intensive bespoke provision to meet their needs.

### **Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the special educational needs co-ordinator**

Apart for pupils within the Riverwalk Assessment Nursery, which is part of the EYFS provision co-located within a mainstream primary school, all pupils are admitted following the assessment for and creation of an EHCP ( Education Health Care Plan). Following admission for all pupils there is a review of the EHCP, which is chaired by the school SEND Officer. Should any changes to need require further assessment these can be initiated at the Annual Review. However significant changes in need can be referred at any point, and if required an interim review can be convened.

SEND Officer – Claire Brown contact Details [Claire.brown@riverwalk.suffolk.sch.uk](mailto:Claire.brown@riverwalk.suffolk.sch.uk)

### **Arrangements for consulting parents of children with SEN and involving them in their child's education**

As all our pupils have a diagnosed special education need, we have a parent survey on an annual basis, which is published on the website. We also hold an annual review meeting to involve parents with the professionals who are responsible for meeting their child's needs. We also hold parent evenings in the Autumn and Summer Terms.

There are some pupils who are identified as being a Child in Need and there are meetings with the family on a regular basis as determined by Social Care professionals. These meetings are usually hosted by the school to maximise involvement.

For pupils who are a Child in Care the parents are involved in all meetings in line with the care order that is in place, and lead by Social Care Professionals.

For key issues the governors have hosted consultation events, which in 2019 led to the recent changes in the home/school liaison books.

### **Arrangements for consulting young people with SEN and involving them in their education**

Where possible pupils are involved in their annual review and pathway planning into adulthood. For many pupils their disability makes this process inappropriate and parents and carers are the advocates for their child. It is the parent or carers decision as to whether to include their child in any meetings, and the class team will collect the pupil's views based on their daily interactions with them.

### **Arrangements for assessing and reviewing pupils' progress towards outcomes**

The progress of pupils is evaluated based upon the daily records in the individual's Learning Journey. This gives a very detailed analysis of the pupil's progress against the agreed targets set at the Annual Review towards achieving the agreed outcomes. In addition the Personal Plan will identify to parents the strategies in place to support the child work towards the agreed target, and is prepared alongside the other professionals involved who will be identified within the EHCP.

### **Arrangements for supporting pupils moving between phases of education and preparing for adulthood**

The majority of pupils remain at Riverwalk School until they move into adulthood, which supports transitions within a known environment. Pupils recognise the phasing of the school, and that as they get older they will move through the school, and then to college. We have an independent careers advisor from a company called All Together who support pupils from Year 9 within their Moving into Adulthood Pathways. At Post 16 the Pathway replaces the Personal Plan as they move towards their aspirations as an adult. For pupils who leave at 16 to access Post 16 provision they maintain the EHCP and have a Transition Review at Year 11.

### **The approach to teaching pupils with SEN**

Our approach to teaching pupils at Riverwalk is based upon researched approaches for pupils with SEND, which is

## SEN Report for Riverwalk School 2019/20

outlined within our curriculum document. We build the provision outlined within each child's EHCP within our highly specialised developmental curriculum. Riverwalk ensures that it is the child's needs that drive the provision, and so there is significant diversity across the school.

### **How adaptations are made to the curriculum and the support for the learning environment of pupils with SEN**

The provision within Riverwalk specifically addresses the special educational needs.

The Curriculum at Riverwalk School is developmental and structured within 3 curriculum pathways. The learning activities are created to meet the level of need within each of the pathways covering all four areas of the SEND code of practice. This ensures that all pupils experienced a wide range of experiences that motivate their engagement

The level of staffing within each class is created with the provision identified within the EHCP in mind. We also offer learning opportunities in addition to the EHCP such as music therapy and Rebound Therapy in line with the Riverwalk Curriculum.

Every class has a Teaching Assistant who is a designated Communication Champion whose role is to co-ordinate and support staff to implement communication strategies alongside the Speech and Language Therapist.

The school commission Music Therapy and Sensory Occupational Therapy to support and guide staff in implementing learning activities.

### **The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured**

The school has a significant training programme which includes 1 hour per week training in addition to the Inset Days. Training is divided into core which is for all staff and staff specific to meet the needs of the pupils within the class there are allocated to.

Core Training	Staff Specific
Safeguarding including Child Protection	Shallow Water Training
Makaton	Mini-bus Driving
First Aid	Use of Eye-Gaze
Makaton	PECs
Manual Handling	Physiotherapy/OT – Body shape and standing frames, Chest Physiotherapy
SCERTS	Speech and Language Therapy – Pro-lo-quo to go, use of ipads, Communication Strategies, Eating and Drinking, Receptive and Expressive Language, objects of reference
On-line Safety	Vision and use of eye-gaze
Fire Awareness	Gastrostomy Feed System (pupil specific)
Physical Intervention (Norfolk Steps)	Designated Safeguarding Lead
Managing medical conditions including asthma, epilepsy and anaphylaxis.	T4T Safeguarding
Engagement Profile	Makaton Trainer
Jolly Phonics	Norfolk Steps Tutor
Schools Choice GDPR Training	TEACCH

## SEN Report for Riverwalk School 2019/20

Sensory Integration Awareness	SCERTS
Riverwalk Curriculum and Assessment	Emergency Medication for Epilepsy
Intensive Interaction	Rebound Therapy
	Paediatric First Aid
	AQA Co-ordinator

In addition there are staff with very specific and specialised Qualifications

One member of staff has a Doctorate in Special Education and spent over 20 years as a Senior Lecturer in Education, as well as an experience as an Ofsted Inspector and writing books about Art, Drama and Music for children with learning difficulties.

Four members of staff have an MA (Ed) with Autism and Learning Difficulties as the area of focus

### **How equipment and facilities to support children and young people with SEN will be secured**

The school has been purpose built to meet the needs of pupils with the most complex needs, and since relocation in September 2018 there has been a programme of development to make the most effective use of the whole site. As the school has implemented the curriculum the resources required have been identified and budget allocations made as appropriate. Particular attention in 2018/19 was made to focus fund-raising to implement Rebound Therapy and to develop the playground areas to increase pupil engagement in learning activities.

Within the school provision are

- 5 sensory rooms and a dark room
- 5 small group learning areas
- Music room
- Soft-play room
- Communication room
- Food technology room
- Art Room
- Dining Room
- Sports Hall
- ICT room

The school has a Health Room which provides a base for the Speech and Language Therapists, Occupational Therapists and Physiotherapists, and Paediatrician Clinics.

### **How the effectiveness of the provision made for pupils with SEN is evaluated**

As a special school the Self-Evaluation and School Improvement Plan are the most significant evaluation of effectiveness. In addition the school are part of Challenge Partners who provide an independent review of the school effectiveness which is also published on the school's website.

### **How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN**

There are no pupils in the school who do not have SEN.

However some pupils are dual placed in a mainstream school, and at Sexton's Manor site the pupils share a play area with the mainstream nursery.

### **Support for improving emotional and social development.**

This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying

By following the strategies such as SCERTS programme the Riverwalk Curriculum focuses upon developing social, emotional and mental health outcomes on a daily basis. The curriculum has focused learning plans to ensure that pupils are supported to manage their emotions and how to seek help and support. The Norfolk Steps

## SEN Report for Riverwalk School 2019/20

ethos is used to support children to use appropriate communication strategies and additional support is offered through Personalised Risk Reduction Plans.

### **How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families**

We have a significant number of agencies that we facilitate working with pupils and families so that they can offer direct engagement with pupils, as well as working alongside staff to meet the pupil's needs. We very much welcome these bodies into school, but do not employ them, and they determine the levels of provision they provide.

<b>Health Providers</b>	<b>Social Care</b>	<b>Suffolk Education Services</b>	<b>Voluntary Bodies</b>
Physiotherapy	CWD Social Workers	Sensory Support	Rickshaw Team
Occupational Therapy (equipment)	CIN Social Workers	SCARC Team	
Speech and Language Therapy	CAF Assessment Team		
Paediatric Clinics	Adult Social Workers		
CAMHS and mental health nursing team	Respite Carers		
Behaviour support nursing service	Foster Carers		
Epilepsy nursing team			

### **Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

There is a Schools Complaints Policy which is part of the BEST Complaints Policy. This applies to all children attending the school.

### **Contact details of support services for parents of pupils with SEN**

On the school website is a direct link to the Suffolk Local Offer and Contact, a support group for families.

### **Named contacts within the school for when young people or parents have concerns**

If parents have concerns the school complaints policy identifies the informal and formal procedures. We would expect parents to consult the class teacher in the first instance. In addition to Claire Brown SEND officer, contact can be made with Niki Griss who is the Headteacher's PA and HR Officer for the school.

### **The school's contribution to the local offer and where the LA's local offer is published**

As a specialist school Riverwalk provides learning for pupil's working significantly below age expectations, covering the Western Area of Suffolk primarily. There is a link on the school website to Suffolk's local offer.

### **The arrangements for the admission of disabled pupils**

The admissions process for Riverwalk is through Suffolk County Council who commission the places available at Riverwalk across the EYFS Provision and through to Riverwalk College. In addition to the Admissions procedures on the Suffolk Learning Website, the school receive in-year admissions requests primarily from families moving into the area. The school respond to formal requests for all children in line with the Code of Practice.

**Accessibility**

All Riverwalk Sites have been recently built and developed as specialist provision. The site is fully accessible for children with disabilities, and the future developments of the play areas are included within the School Improvement Plan. The Single Equalities Plan is currently being reviewed in line with the relocation of the school to a large purpose built Campus.