



# Riverbank's Local offer

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SEND Riverbank Governor – Krystle Kendall

## VISION STATEMENT:

For all students to make exceptional progress and to lead happy and fulfilled lives.

## ETHOS and VALUES:

We have three core values at Riverbank, which represent the heart of our school. We are a caring, creative and motivated school. We are a caring community and work respectfully together. We offer a creative and engaging curriculum that encourages creative thinking and creative work. We are a motivated school determined to succeed in a highly productive and dynamic environment.

Identifying the particular special educational needs of a child or young person:  
All students attending Riverbank Academy have an Education, Health and Care Plan (EHCP).

The school is described as admitting students with a broad range of special educational need and disability. Learning is influenced by Autism, Moderate and Severe Learning disabilities, Sensory Impairment, Physical and medical difficulties, Communication Difficulties and Social, Emotional and Mental Health difficulties linked with their special educational needs.

The school offers full time education from Year 7 to Year 14. Students usually attend full time or, in some special cases, reduced time. Riverbank Academy is part of the a multi academy trust and works closely with these schools, in particular Ernesford Grange Academy which is located next door to Riverbank. Some students attend these alternative settings for specific subjects, lessons or for social interaction opportunities. Students may also participate in Work Related Learning or Work Experience activities in community settings.

Consulting/working in partnership with parents/carers of children with special educational needs and with young people with special educational needs:



### **Consultation with parents/carers is achieved through:**

- An Annual Review which is held every year to which parents/carers and all agencies involved with the student are invited to attend. These reviews are person centered and include the views of the young person.
- Home visits by the senior leadership team/Deputy DSL, coffee mornings, school visits etc. as a precursor to students starting at Riverbank academy.
- Home school diaries.
- Regular opportunities for meetings with the class staff at Annual Reviews, Parents Evening, and Transition Meetings to discuss student progress.
- Multi-agency meetings held on site.
- Annual Stakeholder Questionnaires (Student/Parent/Staff).
- Annual Reports to Parents. ( do we do this still)
- Appointments with medical professionals and therapists.

### **Specialist Services that are provided within the school include:**

- Educational Psychologist/clinical psychologist
- Specialist teacher in ASD
- Careers advisor (Prospects)
- EWO
- Makaton (sign language training) on site for support staff
- Travel training
- CEOP training on site for staff
- Moving and handling training on site for staff

### **By Health:**

- Speech and Language Therapy
- School nurse (on site 8:45am-2:00pm Monday –Friday)
- CAMHS (including Vibes, Journeys and Community Learning Disability Team)
- Dietician's clinic.
- Orthotics
- Physiotherapy & occupational therapy
- Wheelchair services
- Specialist nursing services including ; Epilepsy, Diabetes, Continence
- Consultant pediatricians
- Range of specialist health services involved with individual students.
- Vision testing
- One body one life

### By Local Authority:

- Sensory support teachers for Vision and Hearing Impairment.
- SEN Management and Support Team.
- Home/School Transport.
- Looked after Children's virtual school.
- Careers advisor

### Transition between phases or provision in education is accomplished through:

- A comprehensive induction programme from primary schools that includes schools visits, home visits, coffee mornings and staff exchanges.
- Personalised placements with staggered transitions, if required, for students joining Riverbank.
- Support from Careers Advisor.
- Transition Coordinator leading Transition meetings with Social Care, colleges and commissioned services.
- At Year 9 the Transition Team and the Specialist Careers Adviser support in planning for future provision beyond 16 and 19.
- Professionals from post 19 colleges visit Key Stage 5 students to undertake assessments for placement.

### Social Care:

- Children's Disability Social Work Team (CDT)
- Neighbourhood, multi agency safeguarding hub and through care social workers
- All Age Disability Adult Social Care.
- Family support workers
- Early help coordinator

### Equipment:

- Personal mobility and positioning equipment prescribed & supported by Occupational Health & wheelchair services.
- Hoists to support positioning and personal care needs of all students.
- Sensory Room
- Drama suite with interactive projection equipment
- Hydrotherapy pool with full time pool manager
- Large enclosed Sensory Garden.
- IT suite, with wheelchair accessible workstations
- 4 Minibuses (1, with a tail lift)

### Extra curriculum activities:

- Lunch time Clubs – every day
- After school clubs – 1 evening per week
- Residential Visits.
- Duke of Edinburgh Award Scheme
- Community visits.
- Creative Arts and Leisure activities.
- Forest school
- Transition from school to colleges is supported by assessments in school / taster days at college / induction programme.
- Attendance by post school placement representatives at EHC reviews for Year 11 and post 16 students.

### Learning Pathways at Riverbank:

#### Themed and Core Curriculum (adventurer/explorer):

- Key Stage 3 students participate in a Themed Curriculum that addresses Foundation Subjects. Core subjects are taught discretely.
- Lesson planning addresses personal needs to ensure inclusion.
- Post 16 provision includes work experience, community and life skills, and preparation for further education which supports students in achieving a variety of accreditations.
- Enrichment activities includes theatre trips, visiting poets, specialist days, music specialists.

#### Curricular for PMLD (discoverer):

- Follows the whole school themes where appropriate
- 4 curriculum areas; communication, cognitive, physical, independence
- All subjects happen together, rather than having separate lessons
- Values learning which takes place beyond traditional subjects
- Key Performance Indicators respond to idiosyncratic behaviours and learning styles.
- Staff identify learning opportunities based on individual student need.

#### Curricular for complex ASD (navigator):

- Follows the whole school themes where appropriate
- Rich and stimulating curriculum following ASD principles



- Sensory interventions
- Intensive interaction
- Clearly structured environment

### **Key Stage 5 Curriculum:**

- Accreditation programme for all Key Stage 5 students including PMLD.
- Enterprise programme.
- Work Experience activities.

### **Enrichment:**

- Residential visits.
- Duke of Edinburgh Award Scheme
- ASDAN
- Enterprise activities.
- Local community visits.
- Physical Education A large number of sports / leisure activities are offered which engage and include students with a variety of special needs, such as:
  - Rebound Therapy
  - Hydrotherapy
  - Competitive sports with other special schools.

### **We use ICT Technology such as ipads, touch screens and Eye Gaze with specialist programmes such as:**

- Fully interactive sensory room for students with complex needs and sensory impairments
- Switch activated toys and equipment
- Cause and effect programmes.
- Drama suite with immersive projection equipment and an interactive floor
- Lap top with audio description for visually impaired students.
- Communication apps for students with specific speech and language needs.
- Specialist designed programmes e.g. Communicate in Print that creates and adapts curriculum materials for students who need symbols.
- Laptops, interactive whiteboards and ipads for students' curriculum use.

### **Communication is supported by:**

- Sensory support teachers
- Staff trained in Makaton
- Total Communication environment
- Sign and Symbols timetables and lesson prompts

- Music cues
- Objects of Reference
  
- Braille, Moon, or other tactile communication systems as appropriate
- Intensive interaction

#### **Sensory Impairment is supported by:**

- Specialist teachers of the visual and hearing impaired.
- Tactile markers and objects of reference to navigate the site
- Technology and aids.

#### **Students demonstrating challenging behaviour are supported by:**

- Praise and celebration
- Positive re-enforcement.
- Individual Support programmes.
- Team Teach intervention – all staff trained.
- Positive handling intervention plans (PHIPs)

#### **Additional personalised support:**

- Individual timetables.
- 1:1 staffing resource where appropriate and the result of assessment.
- Inclusive learning in alternative settings.
- Flexible school day
- Cross phase learning.
- At least 2 members of staff trained in medical competencies for each student that requires this level of support

#### **The additional learning support available to children and young people with special educational needs are:**

- The appropriate staffing to student ratios enables engagement and access for students to progress their learning. Other professionals also provide advice and guidance to support this personalised learning including:
  - Music specialists.
  - Creative Art specialists.
  - Sports partnership specialist coaches.
  - Intervention LSA's.
  - 1:1 intervention provision.

### **Assessment at Riverbank is relevant and rigorous. It includes:**

- Daily assessment against curriculum and SSP(Student Support Plans) / EHCP targets
- Formative Assessment for Learning remains a high priority for all staff.
- Students included in self and peer assessment utilising an appropriate strategy.
- Termly Summative Assessment completed.
- Students are assessed in all subjects using P Levels and the National Curriculum.
- Progression Materials provide the means to judge student progress against expectations.
- The school commits to internal and external moderation programmes.

### **How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation:**

- Parents and students are fully involved in the annual review of statement or EHC Plan as appropriate for the individual with their views shared and recorded within the meeting.
- Student Support plans reviewed termly.
- Senior Leaders and Governors undertake termly review of School Improvement Plan progress.
- Self-Evaluation Form updated termly with governors.
- Termly meetings with link governors.
- MAT quality assurance visits to monitor improvement.
- Coventry Improvement Partner visits.
- All staff included in Performance Management to maintain focus on school vision.
- Active Student Council.
- Enhanced Student Voice programme.

### **How facilities that are available can be accessed by children and young people with special educational needs:**

Riverbank Academy endeavors to pursue the principles of inclusion at all times by providing all students with an education that allows for them to achieve and make progress.

Teachers and Learning Support Assistants apply a personalised approach to ensure inclusion and seek the input of specialist provision and advice to provide a holistic environment.

Staffing ratios enable access to a wide range of appropriate activities and facilities.

## The Wave Facility:

The Wave is a small specialist unit away from the main building offering support for 4 pupils aged 11 - 19 whose needs have been identified as:-

- *Complex Needs*
- *Severe ASD*
- *Behaviours that challenge*

It is a self-contained small environment which offers low levels of stimulation and an individualised approach to ensure emotional health and well-being of pupils. We offer a highly consistent environment with excellent standards of care and seek to understand each individual.

The Wave offers an alternative and individualised curriculum specifically focused on communication, independence and emotional wellbeing.

## What support is available for children and young people with special educational needs?

- High classroom staffing ratio.
- Pastoral team including SENCO
- Wide range of Health, Social Care and Educational specialists.
- Staff have continuing professional development in areas of teaching students with special needs
- Specialised training in physical intervention, medical competencies, moving & handling, first aid, physiotherapy etc.

## How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people:

- Annual CPD (Continuing Professional Development) programme.
- Teacher and LSA Performance appraisal programme.
- Regular 1 hour twilight training sessions during academic year.
- Weekly INSET programme of professional development for teachers.
- Specialised training for minibus driving, lifesaving, Team Teach intervention, Moving & Handling, medical competencies, CEOP.
- Whole staff training is organised for training days to progress School Improvement priorities.
- Individual professional development priorities.
- IHASCO (online training and assessment) in Epilepsy, asthma, allergies and diabetes



## How the emotional and social development of children and young people with special educational needs will be supported and improved:

- Appropriate curriculum and provision underpins the social and emotional wellbeing of the students.
- Specific focus for student support plans/ EHC plans.
- PHSE is a subject with a high profile throughout the whole school.
- Achievement and success is regularly celebrated.

## How do pupils access services?

Students access services through weekly and termly referrals and joint partnership working with our parents and carers. These referrals are often triggered through our annual review meetings.

## How is provision for SEND evaluated?

- We evaluate our provision and the difference it makes to our students through:
- Parent, student feedback
- Progress report
- Key performance indicators for behaviour and inclusion
- External Agency evaluations

## What is the admissions procedure?

Riverbank Academy follows the Coventry Admissions Policy for Special Schools. We do not directly admit pupils to school. Places at Riverbank are allocated by Coventry SEN Services. They allocate places based on the nearest available school to pupils whose learning needs cannot be met within a mainstream provision.

Places are usually allocated as part of the Educational Health Care Plan process.

We welcome prospective parents and carers to come and look around the provision but you will need to work with the placement team in Coventry SEN Services to secure a place; this cannot be done directly with the school.

To organise a visit to the school please ring the school office on 024 76453121. They will take your details and we will get back to you with a visit date as soon as possible.

**D Lisowski (Head Teacher) & J. Heavey (Deputy Head Teacher)**

**September 2019**

**Next Review Date: September 2020**