

'From Little Rivers Mighty Oceans Grow'

Riverbank Academy

SEND policy

Riverbank Academy is an outstanding broad-spectrum special school for students aged 11-19 within the Sidney Stringer Multi-Academy Trust.

Through our policies and practice we aim to help all Riverbank students uphold the schools core values of being Motivated, Creative and Caring.

Date of Last Review:	September 2020
Reviewed by:	Jayne Heavey
Agreed by Governors:	Autumn 2020
Shared with all Staff:	Autumn term 2020
Frequency of Review:	Annually
Date of Next Review:	September 2021
SENCO :	Jayne Heavey (Deputy Head Teacher)
Named Governor for SEN :	Krystle Kendall (Staff Governor)

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Aims

1. Our aim is to ensure

- That all students in the academy are encouraged, valued and accepted equally
- That all students have a positive self-image and a sense of self-worth.
- That all students have access to the curriculum to which they are entitled
- That the culture, practice, management and deployment of resources are designed to meet the needs of all students.
- That the special educational needs of each student are identified, assessed, provided for and reviewed regularly in line with the guidance provided in the SEND Code of Practice, 2014.
- That every teacher is an effective teacher of students with Special Educational Needs.

And

- To acknowledge the valuable contributions made by students and their parents/carers.
- There are clearly identified expectations and roles for all our partners.

2. Principles

We acknowledge and ensure that

- Current statutory legislation is implemented.
- The views of students are sought and their views taken into account
- Parents/carers have a vital role to play in supporting their child's education.

3. Outcomes

Our overall outcome is for Riverbank's students to achieve beyond their full potential in a supportive environment that prepares them well for adult life, enabling them 'to be the best they can be'.

We also ensure that all students progress and social/emotional needs are carefully monitored and individualised interventions are provided in accordance with the SEN code of practice.

- All students have an EHCP which reflects their current needs and have a Student Support Plan (SSP/communication passport) which is reviewed at least 3 times a year.
- Parents/carers, students and external agencies are consulted with and where necessary additional support is provided.
- Success is monitored by analysing data and adapting interventions as required.

4. Roles and responsibilities

Governing body

The governors, including the SEN Governor, will acknowledge the requirements stated in section 1.21 of the Code of Practice ensuring that:

- The policy for SEN will be reviewed annually and that an annual report to parents/carers will include outcomes and impact.
- Teachers are made aware of the importance of understanding the range of SEN needs and make proper provision using efficient and effective teaching methods/resources.
- All children with SEN receive access to an appropriately differentiated, broad and balanced curriculum.
- Gather evidence from OFSTED inspection reports and use to inform future school development.
- Approve the School Development Plan.

SENCO

The SENCO will coordinate the provision of education for students with SEN by:

- Monitoring and implementation of the policy
- Monitoring day to day procedures
- Monitoring individualised programmes
- Advising and supporting staff
- Maintaining an up to date register of SEN needs and provision
- Providing information for the Head Teacher and the governors as requires
- Advising on staff training needs and resourcing.

Teachers

All teaching staff will:

- Plan, monitor and teach an accessible and effective curriculum
- Manage classroom support ensuring effective impact.
- Ensure advice (Wave 1) on Student Support Plans/communication passports is kept up to date and effectively implemented.
- Ensure that Wave 1 targets, recorded in annual reviews are implemented and impact measured.
- Contribute to the annual review process.

Professional Development

All staff are given the opportunity to enhance their knowledge and skills of special needs through continued professional development. All staff are trained in basic Team-Teach positive handling techniques to promote the confidence and safety of the children and the adults who work with them.

In-service training for staff is highly valued at Riverbank Academy, enabling all staff to be equipped with the knowledge skills and strategies to support the needs of our children and young people. These training opportunities may include:

- Staff to attend a range of local and national courses, including external moderation.
- SENCO to attend inclusion meetings
- Staff to access a range of externally accredited courses e.g. master's degrees, diplomas, certificates in counselling, etc.
- Training for support staff
- School inset and weekly focused sessions - training on range of SEN.
- Induction programme and peer mentoring for newly qualified teachers and staff new to the school.
- Training / support for parents/carers.

5. The role of parents/carers and the students.

Parents/carers

The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them. All parents/carers are treated as partners and supported to play an active and valued role in their children's education.

Parents/carers will be supported and empowered to:

- Have knowledge of their child's entitlement within the SEN Framework
- Ensure an awareness of the SEND Information, Advice and Support Service as required

- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision

Students

The students often have a unique knowledge of their own needs and their views about what sort of help they would like. They are encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and the transition process.

6. Partnership

Regular contact is maintained with external agencies particularly for children and young people who have safeguarding concerns and for those who have been referred to CAMHS.

The school maintains firm links with a range of support services. Refer to Riverbank's local offer available on school and Local Authority web site:-

- www.coventry.gov.uk
- <http://riverbankacademy.org.uk/provision-for-send/>

7. Allocation of resources

The Head teacher and Governors allocate funds and resources in consultation with the Deputy Head (inclusion) to meet the needs of students.

8. Admissions procedure

- Admission is based on the needs of the individual student and may take place at any point in the year. All students at the school will have an education, health and care plan (EHCP).
- All referrals for the placement are discussed with and decided by the Local Authority.
- Transition arrangements for key stage 2 students are carefully planned in conjunction with feeder primary schools and the Local authority.
- Transition reviews, for students aged 14-16, will be held at least annually to plan for the most appropriate post-16 placement. This will include consideration of Further Education (FE) provision as well as the schools' Post-16 provision.

- Specific details of the school's provision, resources and facilities are contained in its prospectus and on the school website:

www.riverbankacademy.org.uk

9. Medical conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school complies with its duties under the Equality Act 2010.

Please refer to Riverbank's medical policies for more information available on managing the medical conditions of children and young people;

- Managing medical conditions in school
- Intimate care

10. Complaints

Where concerns arise, parents/carers should make an appointment to see the Deputy Head (inclusion) or the Head Teacher. If parents/carers wish to take a complaint further they may do so by following the academy complaints policy.

11. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010 (advice for schools DFE Feb 2013)
- Send Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding policy
- Teachers Standard 2012

Supporting Internal Policies

- Managing Medical Conditions in School
- Safeguarding/E-Safety
- Communication policy
- Complaints
- Data Protection policy

- Teaching and learning policy

The policy is scheduled for review: Autumn Term 2021

Approved: *(Headteacher).*

Date:

Approved: *(Chair of Governors).*

Date: