

Riverside Primary School

SEND Information Report

September 2026

Updated





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The aim of this information report is to explain how we implement our SEND Policy. If you want to read more about our arrangements for SEND, read our SEND Policy.

You can find it on our website:

<https://www.riversideprimary.org.uk/page/?title=Policies+and+Documents&pid=48>

Copies can also be requested via the school office.

Riverside Primary School is a fully inclusive school who ensures that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally. We strive to ensure quality first teaching is applied across the whole curriculum, using a range of different teaching strategies, resources and activities with targeted intervention in place according to pupil need.

Our school provides for pupils with a range of needs including:

Area of Need	Condition
Communication and Interaction	Autism Spectrum Disorder Speech and Language difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
Social, Emotional and mental health	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments Visual impairments Multisensory impairment Physical impairment

Meet the Staff

Name of SENCo – Mrs Laura Hall

Mrs Hall can be contacted by telephoning the school office on 0191 2963586 to arrange an appointment.



Mrs L Hall - Teacher

Laura Hall

SENCO

0191 2963586

senco@riversideprimary.org.uk

Our SENCO, Laura Hall, has 4 years experience in the role and has worked as a Classroom Teacher at Riverside for 15 years. Mrs Hall has obtained the National Award in Special Educational Needs Co-Ordination (NASENCO) with Best Practice Network and Bath Spa University. Mrs Hall is a teaching SENCO with allocated hours per week to manage SEN provision whilst supporting teaching and learning across the whole school. Mrs Hall currently teaches in the Butterfly Room, supporting pupils with complex needs who have EHCPs.

Class Teachers

All of our teachers receive SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.



Mrs J Roll - Teacher



Mrs A Ready - Deputy Headteacher



Miss H Cooper - Teacher



Miss K Beattie - Teacher



Mr D Fadden - Teacher



Mrs A Yilmaz - Headteacher



Teaching Assistants

We have a team of 8 Teaching Assistants who are trained to deliver SEN provision and support the teaching and learning of all pupils. Our Teaching Assistants also deliver interventions, including Nurture Group, Lego Therapy, RWInc and Maths and English specific interventions.



Mrs A Patterson - Teaching Assistant



Mrs A Burston - Teaching Assistant



Ms C Hill - Teaching Assistant



Miss S Woodcock - Teaching Assistant



Mrs C McLeod - Teaching Assistant



Miss B Luther - Teaching Assistant

Supporting Pupils With Special Educational Needs / Disabilities and Their Families

We will let families know about any concerns about a pupil's learning by:

- Discussing these with parents/carers at our termly Parent Consultation Evenings.
- Class teachers are available at the end of the day if parents/carers would like to raise any concerns with staff.
- An appointment can also be made through the school office to meet with a child's class teacher or SENCO to speak about any concerns in more detail.

Identifying pupils with SEN

The school recognises the definition of Special Educational Needs as set out in the Code of Practice 2015.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a

young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) when they reach compulsory school age or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

The Equality Act 2010

Everyone covered by this Code has duties in relation to disabled children and young people under the Equality Act 2010. They **must** not discriminate and they **must** make reasonable adjustments for disabled children and young people. Public bodies are also under wider duties to promote equality of opportunity.

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

The Code of Practice 2015 states that special educational needs and provision can be considered as falling under four broad areas of need.

1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical

Many pupils have difficulties that fit clearly into one of these areas and some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. We recognise the need to consider the whole child which will include not just their SEN but other factors which may impact on progress and attainment. The Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation. It is important to consider:

- Attendance and punctuality
- Health and welfare

- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked-after child (LAC)
- Being a child of serviceman/servicewoman

At Riverside Primary School the **graduated approach** is at the heart of whole school practice as we are continually assessing, planning, implementing and reviewing our approach to teaching all our children. Where a potential special educational need has been identified this process becomes increasingly personalised and responds to a growing understanding of a pupil's barrier and gaps in learning. We continually reflect on our approaches to meeting a pupil's needs and we engage with parents, carers and pupils to ensure we have a growing understanding and awareness of needs and approaches that enable good progress and good outcomes. It is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all pupils. This will be with the support, guidance and leadership of the SENCO and where appropriate other specialist staff. All staff have high expectations and aspirations for pupils with SEN and a plan of action to enable this to happen.

SEN Support in Schools

The Code of Practice 2015 outlines a 'cycle' of action management approach to SEN:

- **Assess** – the pupil's needs
- **Plan** – what you need to do, what provision is needed and what outcome should be achieved
- **Do** – put the provision in place
- **Review** – what difference is it making towards outcomes?



At Riverside Primary School teaching and support staff use ongoing assessments and judgements to identify children who may need additional provision. They can fill in the online 'SEND Cause for Concern' sheet to notify the SENCo, who will then investigate further – for example carrying out individual assessments and classroom observations. Parents may also raise concerns to schools staff or the SENCo, which will be noted and investigated further.

- When a pupil is identified as needing adjustments or changes to the curriculum, a member of Support Staff may work with the child on a one to one basis or as a member of a small group of children with similar learning needs in the classroom.
- If the school finds that there are still concerns regarding a child's progress, additional or different provision targeted at key areas will be planned. This is known as **SEN Support**. A decision may also be made to make a referral to an outside agency. The agency may then provide support in school and/or suggest programmes which can be implemented by staff in schools with individual pupils. Outside agency referrals would always be done with the knowledge and support of parents. Pupils will be set individual targets to enable the child's progress to improve and these are recorded on an IEP (Individual Education Plan). The IEP also details the provision provided by the school to ensure the child meets their targets. IEP's are written in partnership with the SENCo and the class teacher, with input from support staff working with the pupil where appropriate. It is the responsibility of the class teacher to oversee the operation of the IEP on a day to day basis.
- The IEP is shared with pupils and is sent home at the beginning of each term. Progress towards the targets on the IEP is discussed at our termly Parental Consultation Evenings. Individual support is used to teach, practice and develop skills related to targets on their IEP's. IEPs are formally reviewed three times a year. The teacher, SENCo or member of support staff will have a conversation with the child, and either record for them or ask them to record themselves their views. The teacher and member of support staff will then meet with the SENCO to discuss previous targets and set new targets. At this stage, if a child is found to have met their targets and be making satisfactory progress, their IEP may end and if they are on the SEN Register, they will be removed from it. In this situation, the child would be closely monitored for the following two review cycles to ensure satisfactory progress is maintained.

Tell us your concerns	We will invite you to a meeting to discuss	We will decide whether your child needs SEN support
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The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- Educational Psychology
- Speech and Language Therapy

- Dyslexic Referral Team
- Public Health Nurse
- Language and Communication Team
- Sensory Team
- Occupational Therapists
- Behaviour Support Team
- Children and Adolescent Mental Health (CAMHS)

Social, Emotional and Mental Wellbeing

The school's Pastoral and Guidance Leader delivers a structured programme of Nurture activities to improve emotional development. One to One Counselling and Therapy (with parental consent) is delivered to pupils who require emotional guidance at times of distress and anxiety. All Teaching Assistants are trained in delivery "Powerfully Positive Playtimes" – a structured programme of playground games with the aim of Inclusion for All.

Consulting with Pupils

"Children who are capable of forming views have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child." (The United Nations Convention on the Rights of the Child)

Children's views are sought and recorded as part of the statutory annual review cycle, as well as within the Individual Education Plan (IEP) assessment and review. The school helps children to understand the agreed outcomes of any SEN provision, and how they can be a partner in working towards the goals. Pupils who play an active part in assessment and in developing and monitoring agreed targets will also have greater self-esteem and feel confident they are making progress.

Consulting with parents/families

We meet with parents regularly through Parent Consultation Evenings which are held each term, annual parent survey, SEN review meetings and informal meetings prompted by concerns raised through parents, teachers or external professionals.

Engaging pupils with SEN in activities

At Riverside we are a learning school where every child is valued and we enable pupils with SEN to engage in activities of the school, including physical activities, together with children who do not have SEN in all subjects of the curriculum and participate in all lessons alongside their peers. We aim to provide a stimulating learning environment that is varied according to the age of the child. We have a curriculum that is designed to promote a full range of learning, thinking and life skills. We use a range of flexible teaching styles as we recognise that children learn in a variety of ways. Suitable learning challenges are set for all our children. The learning environment is also adapted to meet the needs of pupils in the class and may include the use of a visual timetable, particular seating arrangements, provision of ear defenders and individual work areas. Additional adult support is provided where appropriate and adapted resources are made available to allow for full participation, irrespective of the nature of the SEN. We recognise and celebrate the skills, talents, contributions and diversity of all our pupils. High

quality pastoral care, support and guidance are provided. All members of our school community are valued, can feel secure and are offered opportunities to learn.

For further information our **Inclusion Policy** and **Accessibility Plan** are available on our website.

Evaluating the effectiveness of our SEN provision

We are continually reviewing and evaluating the SEN provision for our pupils by looking at the progress each pupil is making to see if they are achieving their potential. IEPs are reviewed termly and new targets set. The SEN Register is reviewed three times a year along with IEP reviews. Movement to and from the SEN Register is fluid, and the school aims for children to be able to leave the SEN Register with their needs met as quickly as possible.

Behaviour and **Anti-bullying** policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.

Other useful documents such as our **Special Educational Needs** and **Inclusion Policy** are also available on the school website.

The school's self-evaluation process reviews and evaluates the provision and outcome of teaching and learning for pupils with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

Arrangements for supporting children in moving to /from other schools

The school makes every effort to ensure a smooth transfer from one school to another for all pupils. In order to affect this smooth transfer for pupils with special educational needs the school will:

- Ensure that all pupils are given the opportunity and are encouraged to visit school prior to entry. Special visiting arrangements can be made for those pupils with SEN on request from the parents/carers or pupil's current school.
- Ensure that all pupils are given the opportunity and are encouraged to visit the high school of their choice prior to entry. Special visiting arrangements can be made for those pupils with SEN if it is deemed appropriate.
- Ensure that all relevant information/records are sent promptly to receiving high schools.
- Ensure that every effort is made to gather all relevant information / records from the previous school for those pupils with SEN being admitted to Riverside Primary School.
- Ensure that all teachers are given relevant information on pupils with SEN when they enter school.
- Carry out any appropriate screening / diagnostic assessments for pupils with SEN on entry to the school.
- Ensure that relevant High School SENCoS are invited to all transition reviews.

Admissions

SEND Admissions

All children whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated.

If the school is not oversubscribed, all applicants will be offered a place. In the event that the school receives more applications than the number of places it has available, places will be

given to those children who meet any of the criteria as set out in the Admission Policy provided by North Tyneside.

We will not refuse to admit a child on behavioural grounds in the normal admissions round or at any point in the normal year of entry.

We may refuse admission for an in-year applicant for a year group that isn't the normal point of entry, only in such a case that we have good reason to believe that the child may display challenging behaviour that may adversely affect the provision we can offer. In this case, we will refer these pupils to the Fair Access Protocol. We will not refuse admission on these grounds to looked-after children, previously looked-after children and children with EHC plans listing the school.

We participate in North Tyneside's Fair Access Protocol. This helps ensure that all children, including those who are unplaced and vulnerable, or having difficulty in securing a school place in-year, get access to a school place as quickly as possible.

Parents can apply for a place for their child at any time outside the normal admissions round. As is the case in the normal admissions round, all children whose EHC plans name the school will be admitted.

Likewise, if there are spaces available in the year group you are applying for, your child will be offered a place.

If there are no spaces available at the time of your application, your child's name will be added to a waiting list for the relevant year group. When a space becomes available, it will be filled by 1 of the pupils on the waiting list in accordance with the oversubscription criteria

For additional information about the school's Admission Policy please follow this link:

<https://www.riversideprimary.org.uk/page/?title=Admission+Arrangements&pid=23>

Teaching and Support Staff

Experienced and trained Teaching Assistants are deployed across the school to support pupils to make progress, to develop independence and meet their individual learning needs. Our Pastoral and Guidance Leader supports pupils in the self management of their behaviour and development of social skills including Nurture.

Expertise and Training of Staff

All staff continue to receive, ongoing training in special educational needs and disabilities. Recent training has included Developing Good Autism Practice which supports all staff working directly with pupils with autism focusing on the individual pupil, building relationships, enabling environments and the curriculum and learning. Staff have also received training on using a range of strategies to support pupils who have social, emotional or mental health needs. Other training has been delivered to the staff by Language and Communication Team, Visually Impairment Team and Silverdale Outreach Team. Individual staff have also been trained on:

- Supporting SEMH in school
- Drawing and Talking Therapy
- BLAST
- Lego Therapy
- Solihull Approach
- PACE

- Communicate and Regulate

Our Special Educational Needs Coordinator, who is a qualified teacher, provides advice and guidance to staff on the graduated approach to providing SEN Support. The SENCo has day to day responsibility for the operation of the SEN policy and the co-ordination of the specific provision made to support individual pupils with SEN.

Supporting Families

The school works in partnership with families to help them support their children's learning outside of school. We have a Pupil Welfare Officer in school who works closely with parents and children supporting achievement, behaviour for learning, self-esteem and promoting high levels of attendance and punctuality. The school co-ordinates TAF (Team Around the Family) meetings when there is a cause for concern relating to a child's SEN and parents are actively engaged in seeking support from professionals as to how they can best help their child at home. The school has a recognised strong network of professionals within a range of organisations so that support can be accessed without delay.

Designated Teacher for Looked After Children (DT/LAC)

The school has a Designated Teacher for LAC. Statutory LAC reviews take place regularly throughout the school year at timely intervals. Professionals at these meetings are required to provide information on the child's wellbeing. School provides information on the child's academic outcomes and any SEN and progress would form part of this information. Foster carers will be supported by the school in the same way as parents of children with SEN.

Families are also signposted to services / organisations which may offer support/advice through North Tyneside's Local Offer.

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needsand-disabilities-send>

If you would like further information about what we offer here at Riverside Primary School, then please contact **Mrs Laura Hall** Special Educational Needs Coordinator on: **0191 2963586**

Approaches to teaching pupils with SEN

Our provision includes excellent practice of:

- Targeted differentiation according to pupil need

- Additional adult support to complement the work of the teacher
- Large number of support staff to have a higher adult pupil ratio
- Use of small group work
- Personalised provision using targeted time-limited programmes
- Personalised provision through adapted resources and intervention

Full details of how the school provides support to pupils across the four areas of need as laid out in the 2015 Code of Practice are listed in the tables below.

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School
Communication and Interaction Needs: e.g. • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties	• Visual timetables • Areas of low distraction/ear defenders • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve social skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development eg: BLAST • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources

Cognition and Learning Needs: e.g. Moderate Learning Difficulties	- Strategies to promote/develop literacy and numeracy. - Provision to support access to the curriculum and to develop independent learning. - ICT is used to reduce barriers to learning where possible. - Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. - Planning, assessment and review. - Access to teaching and learning for pupils with special educational needs is monitored through the schools selfevaluation process. - Teaching resources are routinely evaluated to ensure they are
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	accessible to all pupils. - Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. - Differentiated curriculum and resources
Social, Mental and Emotional health e.g. - Behavioural needs - Social need - Mental health needs - Emotional Health and Wellbeing - Attention Deficit Disorder (ADD) - Attention Hyperactivity Deficit Disorder (ADHD) - Attachment Disorder (AD)	- The school ethos values all pupils. - Behaviour management systems encourage pupils to make positive decisions about behavioural choices. - The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. - Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. - The school provides effective pastoral care for all pupils. - Support and advice is sought from outside agencies to support pupils, where appropriate. - Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. - Outdoor learning is used to offer a different approach to the curriculum. - There is a nurture group to support pupils. - Playground buddies to support pupils at playtime - Information and support is available within school for behavioural, emotional and social needs through our Pastoral and Guidance Leader - Mood boards/feelings posters displayed in classrooms - Daily opportunities for Mindfulness activities at the beginning of each day - Implementation of Pastoral Care Plans

Sensory and Physical Needs: e.g. • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs • Physical Disability • Pupils with medical conditions	• Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a
	sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • All entrances to the school allow for wheelchair access • The school has disabled toilets / facilities • Resources to support pupils with sensory issues eg: ear defenders

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or Mrs Laura Hall, Special Educational Needs Coordinator.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0345 2000 109.

The SEN Information Report is reviewed annually.
Next review: September 2027