



# **Riverbank School**

## **Special Educational Needs Policy**

Executive Headteacher - Mr. Wayne Murphy  
Head of School - Mrs. Deborah Herald  
Deputy Head of School - Mr. Aaron Ellis

## **Policy for Special Educational Needs**

### **Introduction**

This document is a statement of the aims, principles and strategies for Special Educational Needs (SEN) at Riverbank School and should be read in conjunction with the following policies:

- Equal Opportunities Policy
- Policy for Racial Equality
- Curriculum, Teaching and Learning Policy
- Area of Learning and Experience Policies
- Assessment, Recording and Reporting Policy

This policy was developed through a process of consultation with all staff and governors.

- All pupils at Riverbank have special educational needs arising from their learning difficulties
- All pupils have a LA Statement of SEN that determines the type and level of provision and support as well as the objectives for their Individual Education Plans.
- Pupils may have severe, complex and profound learning difficulties and many have additional difficulties such as visual/hearing impairment, communication difficulties, physical disability, multi-sensory impairment or autistic spectrum conditions.
- The school follows LA policy on SEN which is based on the Welsh Assembly Government's 'Special Educational Needs Code of Practice for Wales' (2002).

### **Admission**

- Pupils are admitted to Riverbank School through the LA Inclusion Panel
- Referrals can be made by professionals from the Educational Psychology Service, SEN Advisory Service, other services, parents and staff from other schools. All referrals are directed to the Casework Manager of the LA Inclusion Panel.
- During the referral process, the LA will fully consult with parents at all stages
- Placements to Riverbank School are made by the Inclusion Admissions panel and with the agreement of the professionals involved, parents and school.

### **Provision, Curriculum and Staffing**

#### **Teaching Approaches**

- We aim to present a considered and informed view of the breadth and depth of the whole curriculum appropriate to the needs of our pupils and of the levels of achievement which are potentially possible.
- Our pupils' individual learning needs remain a priority in determining the 'whole' curriculum delivery through the school.
- We work towards defined priorities to facilitate children's learning.
- We strive for our pupils' success; our work is characterised by a positive approach.
- We present selected and sharply focused learning opportunities to maximise success.
- Assessment is a continuous process which begins at the point at which the child is currently at; constant observation and evaluation ensures that our work is appropriate and relevant to the needs of the individual.

- We place great emphasis on the development of personal qualities such as self-esteem, self-awareness, adaptability etc. Such qualities enable our children to use their skills in a variety of settings.
- We work closely with parents and multi-agency colleagues so that a consistent approach is achieved and a common policy established.
- To facilitate the effective learning of all pupils we maintain a holistic approach, focusing on the needs of the whole child through:
  1. the provision of appropriate information technology hardware, software and peripherals
  2. the correct use of positioning and mobility aids
  3. a total communication environment featuring signs, symbols and tactile cues
  4. the importance of the therapeutic curriculum – Speech Therapy, Physiotherapy, Occupational Therapy and Multi-sensory
  5. strategies to alleviate sensory impairments
  6. the consistent and sensitive approach of behaviour management to moderate challenging behaviour

### **Resources**

The Governing Body receives a delegated budget from the Local Authority.

Governors set and agree a working budget for each financial year, which is delegated to the Executive Headteacher for day-to-day administration.

The Executive Headteacher, Business Manager, Finance Manager and LMFS officer (LA) meet half termly with the Head of School to monitor the financial position and then report termly to the Governing Body's sub-group responsible for finance.

### **Links with other professionals**

- LA Advisory teachers for Visual and Hearing Impairment provide regular support to pupils with additional sensory impairments.
- There is regular visiting support from the Speech and Language Therapy Service.
- The school has access to support from the Physiotherapy and Occupational Therapy Services.

### **School Organisation**

Pupils can be admitted to full time education from the age of four following parent and professional agreement.

At present the school is organised into 8 classes with 2 classes which focus on pupils requiring a greater emphasis on social communication and interaction skills.

### **Curriculum**

The curriculum is approved by the Governing Body of Riverbank School and is detailed in the school's Curriculum, teaching and learning Policy. It is concerned with the holistic growth and development of each individual child. The range of our 'whole curriculum' framework encompasses:-

- Foundation Phase
- National Curriculum core and foundation subjects and RE
- Sensory and therapeutic priorities
- Planned but specific school determined priorities

Our pupils receive a broad and balanced curriculum which is relevant to their present and anticipated future needs and is identified by their:

- Statement of Special Educational Need
- Annual Review
- Individual Education Plan

### **Therapy Programmes**

The curriculum is supported by therapy programmes which provide pupils with functionally useful skills, knowledge and understanding.

The school has a strong philosophy for working collaboratively and imaginatively with staff from Social Services, the Health Authority and voluntary agencies.

### **Outreach**

Riverbank offers support and advice to staff working with pupils with Global Development Delay and Downs Syndrome in mainstream nursery and reception classes in Cardiff schools. Aspire Outreach is provided by designated staff from Riverbank. Staff from mainstream schools may be invited in to Riverbank where they might benefit from observing the specialist resources and teaching expertise. Riverbank is developing a role as a training provider for mainstream teachers and the LA and school and college students on work experience or course placements.

### **Role of the SENCO**

The School's SEN co-ordinator (SENCO) is Mrs. Deborah Herald, Head of School.

The SENCO's responsibilities include:

- Co-ordinating all the statutory Annual Reviews of Statements and Transition Planning
- Monitoring all Statements
- Monitoring all Individual Education Plans termly
- Liaising with primary and secondary SENCOs through LA training events
- Discussing staffing issues with the Senior Management Team
- Ensuring effective liaison with other professionals
- Providing support and advice to staff within school

### **Assessment, Recording and Reporting**

- Full details will be found in the schools' Assessment, Recording and Reporting policy.
- Annual school reports to parents are produced
- The Annual Review of Statement meeting involves parents and all relevant personnel are invited to attend or contribute. Pupils are encouraged to comment as appropriate.

### **Training**

All staff are encouraged to attend courses that develop their expertise in specialisms for working with pupils with SEN

### **Staffing**

The school's most valued and important resource is its staff. Many of our pupils will only make significant achievements if they receive considerable adult support. The Governing Body and LA has recognised this in its staffing structure.

There is a high level of experience and qualifications across the staff team with considerable curricular and subject expertise. The school has made explicit its continuing commitment to training and development and is working within the Investors in People framework. The school has an induction period for all new staff as outlined in the Staff Handbook.

Riverbank School is also supported by the following:

LA Educational Psychologist

Advisory Teacher for the Hearing Impaired

Advisory Teacher for the Visually Impaired

School Attendance Officer

Paediatric Physiotherapist

Paediatric Occupational Therapists

Speech and Language Therapist  
Social Workers for Disability / Children's Team

### **Complaints Procedure**

Riverbank School provides a high quality education and support to its pupils. We welcome comments and suggestions about the service we provide.

All complaints are viewed as positive and are seen as an opportunity for the school to evaluate its own performance.

If you wish to complain about any aspect of the services provided at the school, you should in the first instance, contact your child's Class teacher. If you feel the issue is unresolved, the Head of School or member of the Leadership Team will be happy to discuss the matter further.

Your complaint will be acknowledged promptly and you will receive a response within five working days. If the school is unable to resolve the issue to your satisfaction, then you should contact the Executive Headteacher, then the Chair of Governors. Finally, if all else fails, contact the Director for Education at the Education Department, County Hall, Atlantic Wharf, Cardiff. A complaints procedure is available if you wish to request it.

Ratified by: Policies Committee

Date: 24<sup>th</sup> October 2019