



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) INFORMATION REPORT

Updated by	Sarah Barnard
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Signed by	 Sarah Barnard
Next Review Date	July 2027
Statutory Policy	Yes
On school website	Yes

Riverside Primary School

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Name of SEN Governor:	Fiona Haynes
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School website:	https://www.riversideprimaryschool.org.uk/
Type of school:	Mainstream Primary

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

Riverside Primary School is a mainstream primary school.

At Riverside we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We recognise that many children will have SEN and believe that children can be helped to overcome their difficulties if they are provided with a differentiated, broad and balanced curriculum and appropriate intervention.

We provide additional and/or different provision for a range of needs including:

- Communication and interaction, e.g. Autistic Spectrum Disorder, speech, language and communication difficulties
- Cognition and learning, for example difficulties with learning to read and write, difficulties remembering new concepts, dyslexia, dyspraxia
- Social, emotional and mental health difficulties e.g. Attention Deficit Hyperactivity Disorder, anxiety, attachment difficulties
- Sensory and/or physical needs for example visual impairments, hearing impairments, processing difficulties, epilepsy

Staff at Riverside are experienced in working with children with a range of needs including speech and language difficulties, neurodivergence, physical difficulties, visual and hearing impairment and social, emotional and mental health difficulties.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

Parents are asked to complete pre-admission paperwork before their child starts at Riverside. Information is also requested from previous settings where appropriate. Parents and carers are encouraged to inform the school of any identified SEND needs. All teachers carry out regular assessments and raise any concerns with the SENCo.

c. What should I do if I think my child or young person may have special educational needs or disabilities?

If parents or carers have concerns that their child has SEND, they should speak to the class teacher or to the SENCo so that a plan of action can be agreed. Parents of children in the Nursery should discuss any concerns with the Nursery Manager.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

We are a fully inclusive school that uses a range of approaches to meet the needs of pupils with SEN. High quality teaching is our first step in responding to pupils who have SEN. Some of the approaches we use to ensure all children's needs are met include differentiation of the curriculum, scaffolding e.g. through the use of visual support, small group work, 1:1 support or teaching. Approaches are reviewed on a termly basis and adapted to ensure that each child is receiving the most appropriate support.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

The school provides various interventions and types of support in order to meet the individual needs of the children. Specific interventions may be delivered in small groups or on an individual basis by a Teacher, Teaching Assistant, Nursery Nurse or Learning Mentor. Children requiring a higher level of support may have access to a Teaching Assistant who may support the child in class or outside of the classroom on an individual, pair or group basis. Children are provided with specialist equipment or resources where appropriate.

Teaching Assistants are trained to deliver specific programmes to children with SEND such as Speech and Language Therapy or Occupational Therapy programmes.

Riverside uses the Read, Write Inc phonics scheme to teach early reading. Children are assessed regularly and receive catch up intervention if they are not keeping up with their peers. Children in Key Stage 2 may also have Read, Write Inc sessions if their reading is below age-related expectations.

Riverside employs two Learning Mentors who deliver specific interventions to develop children's social skills and to support them to regulate their emotions and behaviour. Learning Mentors are trained Nurture Practitioners and have experience of leading Nurture Groups, as well as training in Emotional Literacy Support Assistant (ELSA).

c. How is the decision made about what type and how much support my child or young person will receive?

Riverside implements a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. A range of evidence is collected through the usual assessment and monitoring arrangements e.g. Early Years Foundation Stage Profile, National Curriculum objectives, reading and maths tests. Pupil Progress Meetings are held every term from which we identify and track children who are not making expected progress or who are working below the level of their peers. In some cases, we will draw on assessments and guidance from other education or health professionals such as Educational Psychologists, Speech and Language Therapists or Occupational Therapists.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment such as social needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

When a teacher is concerned about a child because they are not making satisfactory progress, despite having a differentiated curriculum, they raise the issue with the SENCO who offers advice and decides whether the child needs to be placed on the SEN register. If a child does not make satisfactory progress after receiving appropriate intervention, advice from outside agencies may be sought and further intervention may be put into place. If satisfactory progress is not made at this stage, a request for an Education, Health and Care Plan may be made by the SENCO. The register is reviewed on a termly basis in line with school assessment arrangements.

d. How will I (the parent) be involved in planning for and supporting my child's or young person's learning?

The best outcomes occur for children when parents and carers work in collaboration with the school. Parents are encouraged to raise concerns and to share any relevant information that may help the school to understand the child's needs better. Each child on the SEN Register has a Learning Plan that is shared with parents three times a year during Parents' Evening Meetings. Parents may also be invited in for additional meetings if necessary.

Parents and carers of children with an EHCP are invited to a formal Annual EHCP Review each year. Where outside agencies are involved, joint planning meetings may be arranged.

e. How will my child be involved in their own learning and decisions made about their learning?

The views and opinions of children at Riverside are valued. We focus on building strong relationships with the children at school. Teachers try to build the children's interests into the curriculum where possible. Children are invited to share their views about the support they are receiving. Children with EHCPs are invited to share their views either through a questionnaire that is carried out before the meeting or by attending the meeting themselves.

3. Children and young people's progress

a. How do you check and review my child or young person's progress?

Children's Learning Plans are reviewed each term and new targets are set. Interventions are set for a specific period of time (usually between 6 and 12 weeks) and are reviewed at the end of the period. Teachers and, where appropriate, the SENCo carry out regular observations. Children are formally assessed every term and actions are agreed where children are not making expected progress. The SENCo meets regularly with the Educational Psychologist to discuss any concerns and to agree next steps.

b. How do you involve my child or young person and parents in those reviews?

Teachers frequently seek children's views about their learning. Children are made aware of their targets and are invited to say how well they think they have progressed. Adults speak to children regularly particularly if they seem unhappy or worried.

c. How do you know if the provision for children and young people with SEND at your school is working?

Our ongoing assessment practices means that we have a good understanding of whether children are making expected progress. Learning Plan reviews and intervention reviews help staff to identify where the gap is closing. If children do not make expected progress, they are identified for further support or assessment.

4. Support for overall wellbeing

a. What support is available to promote my child or young person's emotional and social development?

At Riverside we are committed to supporting children with their emotional and social development. Children have PSHE lessons in school each week and staff support children to resolve issues and to deal with different situations. Children know that they can speak to the adults in school if they have any worries. Learning Mentors carry out specific interventions to support children who need it. Adaptations are made to the curriculum and to the environment where needed. Outside agencies advice is sought where needed.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

Children joining in Nursery and Reception are invited for transition visits. Records are forwarded from previous settings for older children and parents are asked to include relevant information in the paperwork they fill in. Staff are friendly and approachable and make sure that children feel welcome and that they understand the routines.

b. How will you prepare my child young people to join their next year group, school, college, stage of education or life?

The school consults with parents about how best to meet the needs of children transferring between phases. Staff at Riverside liaise with staff in the next setting. Where children are moving to a secondary school, a member of staff from the new school is invited to Annual Reviews. Where appropriate, additional opportunities are created for children to visit the school that they are transferring to.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

The accessibility plan can be found on the website. The school is wheelchair accessible via the main entrance and a ramp in the Speech and Language Resource Base. The school is on one floor.

Adaptations for children with hearing or visual impairment are made in line with advice from the Sensory Support Team. These include modifying of printed materials, use of IT, monitoring of hearing aids.

The school has toilet facilities with disabled access and toilets that are the appropriate height for children. Changing facilities are available in the Nursery.

Disabled car parking is available outside the main entrance of the school.

b. What if my child needs specialist equipment or facilities?

The school provides appropriate equipment and facilities for children with SEN following advice from outside agencies or discussion with parents.

c. How will my child or young person be included in activities outside the classroom including physical activities, school clubs and school trips?

We ensure that pupils with SEND enjoy the same opportunities as other children in the school. It is important that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation. All of our extra-curricular activities are available to all of our pupils. All pupils are encouraged to go on the Year 6 residential trip. No pupil is excluded from activities because of an SEN or a disability. Parents or carers may be welcomed to come on school trips if appropriate.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

The Special Educational Need Coordinator (SENCo) is a qualified and experienced SEN teacher who holds a Post Graduate Certificate Education (PGCE) with SEN Specialism, and a Post Graduate Certificate Special Educational Needs Coordination (PGCSENCo) which incorporates the mandatory National Award Special Educational Needs Coordination (NASENCo) qualification. They are also trained in Makaton Foundation Level, Attention Autism Programme and Team Teach. The majority of teaching and support staff are trained to deliver Read, Write Inc. Teaching Assistants are trained to deliver a range of interventions. Staff delivering interventions receive ongoing training and support in order to develop their practice. The school has two Learning Mentors, with ELSA training, who support with emotional, social and behavioural difficulties. Staff receive ongoing training in how to meet the needs of pupils with SEND.

b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?

In order to meet the individual needs of a child, the school may seek advice from an Educational Psychologist, Occupational Therapist, Speech and Language Therapist, medical professional or Advisory Teacher. Where a child has an Education, Health and Care Plan, the school liaises with all appropriate agencies including the named Case Officer in the Local Authority SEN team. Parental permission is sought before making a referral.

You can contact **ias**, the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

Other school policies including Safeguarding, Behaviour and SEND can be found on the school website <https://www.riversideprimaryschool.org.uk/>

These policies are updated every year.

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

Riverside has close links with the Riverside Family Hub based at our neighbouring Children's Centre

10 . Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child or young person?

Parents are encouraged to raise concerns regarding the SEN Policy or the provision made for their child with the class teacher or SENCo. If parents/carers are not satisfied with the response they should make an appointment to see the Deputy Headteacher or Headteacher. If the issue cannot be resolved, the parent would be directed to the school's complaints procedure which is available on the school website. The governor for SEND can be contacted via the school office.

11. Glossary

Terms used in this document	Description/explanation of term
SEND	Special Educational Needs and/or Disability
EHCP	Education Health and Care Plan
SPAL	Speech and Language resource base
Read, Write Inc	A phonics programme the school uses to teach reading

Date of last update of this document: July 2026

Date of next review: Should be reviewed annually. July 2027