



Riverview CofE Primary School and Nursery



SEND information Report 2025/2026

		<p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). We have staff that have training in the following areas:</p> <ul style="list-style-type: none"> • Attachment • Thrive • Zones of Regulation • ELSA – emotional literacy support assistant • ASD <p>Having identified needs, we seek to match provision to need for all pupils.</p> <ul style="list-style-type: none"> • We monitor the impact of interventions through regular meetings and tracking of pupil progress. • We monitor your child throughout the day to ensure that we are supporting their needs. • Weekly team meetings are held where our informal monitoring and observations of children are shared with staff, ensuring that your child is supported throughout the school day. • Praise is used for celebrating achievements and effort in learning by all members of our team.
<p>3.</p>	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • On-going assessment is used to ensure that daily planning meets the needs of all pupils. • Regular Pupil Progress Meetings help us to monitor individual progress and identify the next best steps. • Termly meetings are held with the SENCO to discuss how the curriculum can support the needs of all children.

		<ul style="list-style-type: none"> • Informal observations are carried out each half term to ensure that children’s needs are being met through the curriculum. • The Curriculum Leader and subject leaders monitor Long Term and Medium Term planning to ensure that key skills/ focus/ knowledge is effectively planned for all pupils. • All our teachers are clear on the expectations of quality first teaching and this is monitored regularly by the leadership team. • Effective planning with clear learning objectives and steps to success ensure that all children can access the learning. • Scaffolding based upon assessment. • Use of displays and resources are used well to support all aspects of the curriculum. • Children are involved in all aspects of their learning from selecting their topics to working collaboratively. • Talk partners are used to help children discuss their learning and help each other with ideas.
4.	<p>How will both you and I know how my child is doing and how will you help me to support my child’s learning?</p>	<ul style="list-style-type: none"> • Learner feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help/support their child’s learning on a termly basis. • Throughout the year there are opportunities to learn about your child’s learning through ‘open lessons’/virtual workshops to help families understand what learning is expected and how best you can support your child’s needs. • We believe in supporting our parents through the work of our school employed Family Support Worker who delivers individual and group sessions that are tailored to specific needs. • Termly parent consultations enable you to discuss your child’s progress with their class teacher and SENCO. During these consultations, your child’s Additional Support Plan (ASP) or Individual Support Plan (ISP) will be discussed and reviewed. This will also include recommendations for how you can support your child with their learning at home.

<p>5.</p>	<p>How will my child be consulted and involved in their education?</p>	<ul style="list-style-type: none"> • We hold great value in pupil voice. Your child will be involved in assessing their progress at every stage. This will occur in discussions with their Class teacher, Senior Leadership Team or Teaching Assistant as part of our quality first teaching cycle. • Additional Support Plans are reviewed at least termly by class teachers. Class teachers will discuss your child's targets during 'Time for Talk' to ensure that the class teacher, parent and child are working in partnership to provide the appropriate provision. • Termly reviews of Individual Support Plans and Additional Support Plans are held with your child and class teacher. Targets are reviewed and new ones chosen for the next term. • One page profiles are created with your child so they can identify their strengths, things that are important to them and how they would like to be supported with their learning.
<p>6.</p>	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • All our staff are regularly trained to provide a high standard of pastoral support. • Relevant staff are trained to support medical needs and in some cases all staff receive training. • We have a trained mental health first aider. • Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff and reviewed regularly. • We have a Medical Needs Policy in place. • We monitor attendance weekly and take the necessary actions to prevent prolonged unauthorised absence. • Pupil voice is central to our ethos and this is encouraged through the work of our school council, and on-going effective communication between adults and pupils. • We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. • Our PSHE programme also looks to develop emotional and social development. • Our school Family Support worker and ELSA (Emotional Literacy Support Assistant) work with individuals and small groups to develop their emotional and social skills.

		<ul style="list-style-type: none"> • Restorative approach used.
7.	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and young people will be consulted and consent sought so that agencies are able to work together in supporting the overall development of the young person. • Our staff receive regular training and our teachers all hold qualified teacher status. • We have close links with the Ewell Family Centre and the services that they provide for children and families. • We have a number of established relationships with professionals in health including our school nurse, occupational therapist, paediatricians and links with CAMHS. • We have support from the Speech and Language Link Therapist and the Speech and Language Therapy Assistant to assess children and plan interventions. • Advice is sought from Linden Bridge Outreach Team who support Autistic Spectrum Disorder pupils. • Advice is also sought from Surrey Specialist Teachers for Inclusive Practice, in the areas of Language and Learning and Behaviour Support. • The school engages an Educational Psychologist to assess and plan for children with high levels of need. • All external partners we work with are vetted in terms of safeguarding. • We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated Family Support Worker, Miss H Brown, meets with social services and the virtual teacher, Mrs V Botley to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically.

8.	What training are the staff supporting children with SEND had or are having?	<ul style="list-style-type: none"> • Our SENCO, Mrs M Atkins, will oversee SEND provision across the school. • An Associate SENCo, Mrs K Johnston supports the SENCO. • We regularly invest time and money in training our staff to improve wave 1 provision delivery. • Support staff are trained to deliver specific interventions in English, Mathematics, social skills, behaviour and language programmes. • Support staff receive specialised training depending on the needs of individuals.
9.	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Our Inclusion Policy promotes involvement of all learners in all aspects of the curriculum including activities outside the classroom. • Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. We make reasonable adjustments so that learners can join in with activities regardless of their needs. • At least one of our qualified First Aiders accompanies any school trip. • When necessary detailed planning meetings are held with parents and carers to ensure that all pupils can participate in activities and trips. • Risk assessments are carried out to ensure health and safety needs are factored in.
10.	How accessible is the school environment?	<ul style="list-style-type: none"> • Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. • We value and respect diversity in our setting and do our very best to meet the needs of all out learners. • There is full wheelchair access to the ground floor of the building and there is a lift to the first floor. • There are disabled toilets on both floors. • The school Family Support Worker is always available to provide additional support for parents/carers.

<p>11.</p>	<p>How will the school prepare and support my child to join the school, or the next stage of education and life?</p>	<ul style="list-style-type: none"> • Every family meets with the Headteacher, Mrs M Atkins, for a discussion about their child before they join Riverview. • Key members of staff are informed of any needs or support that a child may need when starting our school. • We have a robust induction programme in place for welcoming new learners to our setting. • Home visits or virtual home visits are offered to all children/families entering the nursery and any children who join the school in the reception class. There is a staggered, settling in time which is flexible to meet the needs of all learners. • We have very good relationships with any feeder settings as well as settings children move onto. • Staff from the local high schools visit Riverview to meet year 6 pupils before their induction days and discuss with staff any support that a child might need. • Transition programmes are set up for children who may require additional support when moving to different year groups or schools. This is provided by our Family Support Worker.
<p>12.</p>	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • The Special Educational Needs & Disability (SEND) budget is allocated to provide resources for pupils every financial year. The money is used to provide additional support or resources dependent on an individual's needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. • Additional funding for individual pupils may be provided through an Education Health Care plan awarded by the local authority. • The SENCO carries out learning walks, which include reviewing how provision is delivered and helps to maintain standards through rigorous quality assurance. • Our provision management mapping also looks at the impact each intervention has had.

		<ul style="list-style-type: none"> • Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. • Each year we review the needs of the whole school to see if there is a change in the overall make- up of the school. Decisions are then made as to whether any additional interventions need to be put in. • Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. • We seek to ensure value for money service, so all interventions are costed and evaluated.
13.	<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • High quality teaching is clearly defined in our setting and we expect all staff to deliver this. • Should additional support be required, this is undertaken after consultation with the relevant staff and is discussed at regular parent consultation meeting. • The planning and delivery of additional support is in line with Surrey’s framework of Ordinarily Available Provision. • All interventions are monitored for impact and outcomes are defined at the start of any intervention. • The SENCO/SLT oversee all additional support and regularly shares updates with the SEND Governor.
14.	<p>How are parents involved in the school?</p> <p>How can I be involved?</p>	<ul style="list-style-type: none"> • We whole-heartedly believe in partnering with parents to support a child learning, needs and aspiration. We operate an open-door policy and take every opportunity to strengthen this dialogue. • Parents are invited to contribute though a number of means including participating in whole school events, involvement with their child’s Additional Support Plan, supporting their child at home, volunteering to help in classes and participating in parenting groups. • Our Governing Body includes Parent Governors/representatives.

		<ul style="list-style-type: none"> • Becoming a member of the PTA. • Become a parent helper in school.
15.	Who can I contact for further information?	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to talk to their child's class teacher. • Further information and support can be obtained from the school's SENCO Mrs M Atkins who can be contacted via the school office. • Our Family Support Worker, Hayley Brown • Our Headteacher, Mrs M Atkins • Our Associate SENDCo, Mrs K Johnston • A copy of the school's complaints procedure can be found on the school website (https://www.riverview.surrey.sch.uk/attachments/download.asp?file=1369). The complaints procedure will outline the formal steps the school will take in handling each complaint.
16.	What support services are available to parents?	<ul style="list-style-type: none"> • The Surrey SEND local offer website identifies how to find local services and where to find advice and guidance. https://www.surreylocaloffer.org.uk/ • Advice and support is also offered through SEND Advice - https://www.sendadvicesurrey.org.uk/
17.	Where can the LA local offer be found?	<ul style="list-style-type: none"> • The Local Offer is a range of services and provisions available to children and young people up to age 25 with SEND • Surrey Local Offer includes provisions from birth right through to 25 years old and covers education, health and social care. It has been developed with children and young people, parents and carers, and local services including, schools, colleges, health and social care agencies. • https://www.surreylocaloffer.org.uk/parents-and-carers