



Riversdale Primary School

"A nurturing, ambitious and values led school."

SEND Policy

Date: 16th September 2025

Review Date: 15th September 2026



PURPOSE

The Special Educational Needs and Disability Policy is a key part of a successful, inclusive school. There is a shared expectation that all pupils regardless of their specific needs should be offered inclusive quality teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

The Special Educational Needs and Disability policy outlines how the Riversdale Primary School aims to meet the additional needs of all children and explain the roles and responsibilities of everyone involved in providing for children with SEND.

Riversdale Primary offers a range of provision to support children with communication and interaction, cognition and learning, social, emotional and mental health difficulties or sensory and physical needs. We aim to provide induction, training, coaching and support to help teachers achieve good practice in teaching all children. We will do this by working with parents, children and staff by monitoring plans, lessons and books, providing interventions, and seeking external advice to ensure that all children receive the provision they require. Our policy is designed to promote pupils working towards becoming independent and resilient learners that should not be seen in isolation.

This policy works in conjunction with the school's SEN Information Report.

ADMISSION ARRANGEMENTS

- There are no different admission arrangements for pupils with SEND who do not have statements/EHCP (see admissions policy). However please state on the form what special educational needs the child has so we can plan and accommodate for them.
- Children applying with statements/EHCPs will have their needs assessed and admission agreed in line with the admissions policy and SEND Code of Practice, gaining priority admission if the school is able to provide for their needs.
- The school will endeavour to meet the needs of SEND children.

EQUALITY

All pupils have an equal opportunity to engage in the curriculum.

All pupils follow the expected behaviour policy as appropriate for their specific needs (see Positive Behaviour Policy).

ACCESSIBILITY

- Best endeavours will be made to make sure that an accessible curriculum is provided for all individual pupil needs.
- Best endeavours will be made to make sure the physical environment is accessible and supports individual pupil's needs (e.g. Soundfield system, contrasting flooring and wall colours etc.)

Contact details for some support services for parents/carers of children and young people with SEND and information on where the Wandsworth Local Offer is published:

- **WIASS** (Wandsworth Information, Advice and Support Service for parents/carers of children with SEN and Disabilities) provides an impartial and confidential service to all parents of children with SEND. Their website is at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- **SEND in Mind:** has taken over as the new SEND family support service replacing the work previously undertaken by CONTACT. Their family support workers will be able to help parents/carers with:
 - Disability allowance application (DLA), benefits advice and access to support including housing and Citizen's Advice.
 - Workshops/training for parents and carers e.g. parental emotional and mental wellbeing, tailored parenting support programmes, supporting during transitions.
 - Establishing peer support networks.
 - Guidance to navigate access to other services and organisations.

To find out more about the service and for parents/carers to self-refer, please visit SEND in Mind -

Enquiry email: sendinmind@bwwmind.org.uk or phone 020 8947 5260

- **Local Offer:** More information about Wandsworth's SEND Local Offer which provide services and support for children and young people with special needs and disabilities in Wandsworth can be found on the website:
 - <https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/site.page?id=p7r9OYW7GrQ>, OR
 - SEND Local Offer Message Helpline: 0208 871 8907
- **Wandsworth Ordinarily Available Provision (OAP) Parent and Carers Guide.** This guide is for parents and carers of children and young people who face challenges in their learning or need additional support. OAP refers to the types of support that all state funded schools should be able to provide for their children and young people, including those with SEND.
 - https://search3.openobjects.com/mediamanager/wandsworth/fsd/files/oap_parent_and_carer_guide_1.pdf

The guide is also available in Polish, Somali, Portuguese, Arabic and Urdu versions. Please follow the link below to access these versions:

- <https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=usypf7qViVI&familychannel=2>

DEFINITION

The term 'teacher' refers to all adults in school from this point onward.

As defined by the Children's and Families bill 2013 and The Special Educational Needs and Disability (SEND) Code of Practice 2014 (COP.)

A child or young person has Special Educational Needs and Disability 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 or above or would so do if special educational provision was not made for them (Clause 20 Children and Families Act 2014).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

Special educational provision means: Educational provision, which is additional to, or otherwise different from the educational provision made generally for children of their age.

The four broad areas of need that are outlined in the Code of Practice that need to be planned for are stated below. The Code of Practice explains that the purpose of identification is to work out what we as a school needs to implement not to categorise a student. Children with SEN have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. (COP, 2014:97)

Categories:

- Communication and Interaction Need (CIN)- prev. speech, language and communication need (SLCN). Includes ASD.
- Cognition and Learning (C&L)(includes SLD, PMLD and SpLD e.g Dyslexia)
- Sensory and/or Physical Needs (SPN)(includes VI, HI, MSI, PD)
- Social, Emotional and Mental Health (SEMH)

SECTIONS

1. Principles of SEND
2. Roles and Responsibilities
3. Riversdale ASD and Speech, Communication and Language Needs Resource Base
4. Appendices

Section 1: Principles of SEND

The needs of SEND children may be met in Riversdale Primary School by:

a. Early Identification

- Children with SEND have identified difficulties in a number of categories, (communication and interaction, cognition and learning, social, emotional and mental health difficulties or sensory and physical needs.) that call for special provision to be made.
- Concerns are noted by the class teacher/Parents/carers or External Agencies,
- The class teacher, in consultation with parents/carers, SEND personnel and/or External Agencies agree strategies to support the child.
- Class teachers or the SENCO may seek advice from external agencies to aid implementation of school support. No names will be mentioned at this stage without parental consent. If any further specialist/external action is deemed suitable, parents will be contacted, and parental permission will be sought.

b. Graduated approach using Assess, Plan, Do and Review:

The SEND Code of Practice (2014) describes a 'graduated approach' to identifying and removing barriers to learning in order to put effective special education provision in place. We follow this cycle to ensure children's progress is continually monitored and strategies/focused teaching and plans are adapted accordingly.

c. Specialist Teaching

- Teachers adapt to the needs of the learners, in terms of learning styles & prompts.
- Teachers may provide interventions or focused teaching that are *additional to or different from* those provided as part of the schools usual adapted curriculum.
- The work is well-matched to the full range of learners' needs demonstrating a range of strategies to support the children's learning.
- Advice from outside agencies is incorporated in the teaching.
- Triggers for interventions or focused teaching are underpinned by evidence about the child, regarding progress and specific difficulties as well as consultations with parents, appropriate SEND personnel or external agencies.
- For children accessing Education Health Care Plans individual needs will be met through collaboration between the parents, education, health and care professionals.
- Targets are established and reviewed termly on provision maps. (see Appendix 2)
- Resources that may be available are stated in the 'Local offer' (Appendix 1)
- Supporting any other individual need where deemed appropriate.
- Support and advice from External Agencies is sought through the SENCO where deemed appropriate.
- Parental consent will be gained at this stage for any referral to external agencies for a specific child.
- Parents, SENCO, Class teacher and outside agencies, work collaboratively to decide appropriate interventions.
- Targets, incorporating recommended advice, are established and reviewed termly on a provision map/IEPs.
- Strategies and advice are followed by teachers to ensure targets are met.
- Children with ASD: In line with all other mainstream Wandsworth schools, children with a diagnosis of ASD, who live in the Wandsworth area, will have access to Wandsworth's autism advisory service. Not all mainstream pupils with ASD will have access to specialist staff at Riversdale. However, any requests will be considered by the Senior Leadership Team if deemed appropriate. Children with ASD who attend Riversdale Mainstream school will have access to a specialist advisor, who are Wandsworth's autism advisory service. Children in the Early Years will have access to an Early Years Advisor. Children with ASD who attend the

Riversdale ASD base will access an ASD inclusion advisor. If required the children will also have the opportunity to be taught by Elklan (Speech and language) and OT trained staff. Depending on the needs of the child, they can access a variety of resources, equipment, 'TEACCH' strategies and specialist learning environments. Please see Section 3 of the SEND Policy for more information on the Riversdale Resource Base.

- Children who are diagnosed with cognitive and learning difficulties will have access to the Wandsworth Literacy and Numeracy Support Service. All staff will be able to have the time with specialist teachers to discuss any concerns or further training requirements.

d. Behaviour expectations:

Children with SEND are offered full access to a broad, balanced and relevant education.

A flexible curriculum is possible in order to meet their specific needs. This may include learning needs and social, emotional and communication needs. Pupils are able to access a wide range of interventions to support their development in all areas. Interventions are accessed and monitored based on evidence of impact on pupil outcomes.

We have high expectations at Riversdale Primary School. All children are expected to follow the school behaviour policy which is committed to enabling all children to access education successfully. Children with SEND are rewarded for their successes which include maintaining school rules and positive behaviour. There may be occasions when children require individual support and strategies, these may be shared with other staff and parents, for example the use of a working towards chart.

Behaviour management procedures for SEND children accord with the school behaviour policy or follow guidance and support from outside agencies where appropriate. Riversdale's behaviour policy displays clear expectations of children's behaviour and ensures that all children will be treated with respect. Every child at Riversdale is treated as an individual, their SEND is understood and as a result behaviour expectations are outlined to suit the needs of the child. All members of staff working with children with SEND are mindful of any adaptation or flexibility that is necessary. This may include: personalised behaviour targets, supporting children in developing understanding of school rules and appropriate consequences for behaviour choices.

e. Education Health Care Plans (EHCP)

The majority of children with SEND will have their needs met through quality first and adaptive teaching. However, when a child, despite cycles of the graduated approach, continues to demonstrate significant cause for concern, everyone working with the child should consider requesting an Education, Health and Care needs assessment.

A range of written evidence is collected and submitted from all parties involved with the child's education and health provision.

The EHCP is reviewed annually, and targets are set termly in conjunction with teachers, SENCO and parents. Class teams and the SENCO meet each half term to look at the pupils' targets, progress and to update support in place to achieve this. Pupil progress meets between teachers and SLT take place termly to look at pupil progress and attainment.

Details of Core Principles

This section breaks down the principles above into details.

The views of the child are sought and considered through:

- Target setting
- Assessing progress
- Contributing to the annual review.
- Contributing to school reports where appropriate.
- In supporting provision, whenever deemed suitable.

Parents will work in partnership with the school and other agencies through sharing:

- Concerns

- Information
- Progress
- Responsibility

Parents/Carers contributions are sought through:

Parent meetings, Provision map /EHCP annual reviews, informal conversations, any written format or any other method deemed suitable by all parties. There will be recognition of the need for flexibility in the timing and structure of meetings.

Keeping parents/carers fully involved:

The school will:

- Make parents aware of how to access support in preparing for their contributions (<https://wiass.org.uk/children-and-young-people/are-you-aged-16-or-under/annual-reviews-of-ehc-plans/>)
- Make sure that parents/carers are given documents to discuss prior to meetings.
- Make information about procedures accessible to all
- Share information about pupil progress
- Inform parents of any changes
- Share provision map/IEPs with parents termly.

Parents may not be informed of initial anonymous advice sought from external agencies but where further action is required all referrals and named discussions will only take place with parental consent.

More information on requesting an Education, Health and Care needs assessment can be found at <https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/advice.page?id=VpY3jHaOLDo>

Section 2: Roles and Responsibilities

Overseeing the provision of SEND within the school is the responsibility of the Governors and the Head teacher.

The Governors and Headteacher delegate responsibility to the Coordinator for Special Educational needs (SENCO). The named responsible person is Tracey Tattersall.

The SENCO is responsible for:

- The day-to-day running of the SEND policy.
- Monitoring
- Assessing
- Coordinating the provision for pupils
- Maintaining the school's SEND records for identified pupils
- Liaising with and advising teachers about SEND planning, provision, resources, approaches etc.
- Liaising with parents of children with special educational needs.
- Liaising with external agencies
- Contributing to the in-service training of staff.
- Reporting to the governing body on SEND policy.
- Managing the SEND budget set for purchasing specialist resources.

Learning Support Assistants

The Role of the Learning Support Assistants is to support all children in school, but they may be asked to take on responsibility of a particular child or group of children with SEND. The Learning Support Assistants (LSAs) are managed by the Deputy Head Teacher, Tracey Tattersall, but may also be directed by class teachers. LSAs are responsible for encouraging and supporting children with work, play and social issues. They regularly liaise with the class teacher and have meetings with the SENCO. Teaching assistants keep a record file of relevant information, including Provision Maps and records of interventions. They are invited to all relevant review meetings and maintain the school code of confidentiality.

Section 3: The ASD and Speech, Communication and Language Needs Resource Base at Riversdale School

The Resource Base at Riversdale Primary School:

Introductory inclusion statement

We believe that every child is unique and should be given the opportunity to make the best possible start in life. Children on the autistic spectrum are different from one another and require a learning environment that responds to their individual needs.

The base currently has places for children with ASD (Autistic Spectrum Disorders) and/or SCLN (Speech, Communication and Language Needs) please contact the SNAS – Special Needs Assistance Service for more information about places for the base on 020 8871 8061.

Curriculum:

We recognise that children with ASD think and learn differently and therefore at the heart of our curriculum is creativity and the flexibility to target children's individual needs. We support children to integrate into the mainstream and all staff within mainstream classes have received training to support the needs of pupils with ASD.

The Primary curriculum and EYFS are adapted to consider children's needs, so that each child is able to understand and progress at their own pace. The curriculum will be personalised in its approach to suit the learning style of each child as we recognise their individuality and how this can enable children to enjoy and benefit from their learning. We aim to make learning hands on which will be relevant and meaningful for all children, as well as having the opportunity to develop their language skills. Children have the opportunity to practise and consolidate learning that is completed within the mainstream, and all staff take an active role in supporting individual children. Inclusion for ASD learners is evident within the school environment with all classes using visual timetables and other visual aids to support learning. In addition to these topics, the base will plan and deliver a social skills curriculum which will have a strong emphasis on PSHE provision. These sessions will focus on family life, their community, themselves, independence skills, friendships and safety. Trained staff will also deliver sessions following set therapy packages, such as speech and language work and occupational therapy.

What provision does the Resource Base make for children with Special Educational Needs?

Currently the Resource Base has three groups - Sparkle, Glitter and Crystal. Children are grouped based on access to the curriculum, appropriate pathway and individual needs.

Sparkle: This curriculum is designed to support the needs of pupils for whom ASC or SLCN is a primary need, through a play-based approach. Teaching and learning will be undertaken using a range of ASC strategies. These may include the SPELL framework, the SCERTS model, TEACCH, PECS, Attention Autism, and Makaton, depending upon the needs of the pupils. In addition, our provision includes:

- Individualised approach to encourage independence and the development of life skills,
- Interventions based on individual and group needs,
- Multi-disciplinary approach, including access to therapists,
- High staff to pupil ratio.

Our aim is to offer a broad and balanced curriculum adapted according to pupils' needs, using visuals, small steps and repetition.

Glitter and Crystal: This curriculum is designed to support the needs of pupils for whom ASD/C or SLCN is a primary need, through a developmental approach. Teaching and learning will be undertaken using a range of ASC strategies. These may include the SPELL framework, the SCERTS model, TEACCH, PECS, Attention Autism, and Makaton, depending upon the needs of the pupils. In addition, our provision includes:

- Individualised approach to encourage independence and the development of life skills,
- Interventions based on individual and group needs,
- Multi-disciplinary approach, including access to therapists,
- High staff to pupil ratio.
- Development of learning skills appropriate to pupils' chronological age.

Teaching:

Each group within the base will have a teacher who will plan and deliver high quality learning activities and experiences for each group. A number of different strategies will be used within the ASD provision to aid communication and independence skills. Teaching assistants will provide a consistent approach and support children with their individual needs. Individual targets, including those set by external agencies, will be incorporated throughout the school day in all curriculum areas. Personalised Learning Plans will focus on specific needs identified in a child's EHCP and will focus on what is needed for individuals to achieve their outcomes. These will be updated termly and shared with families. The annual reviews will be held by the SENCO, teachers and with the child's professional team.

Integration:

Our aim is for all children to integrate into the mainstream classes with an appropriate level of support. Support may be provided through additional resources, embedded strategies, or the support of a teaching assistant from either the mainstream class or the resource base. There will be times when children are able to integrate independently; this will be dependent on their individual needs. Children will also have the opportunity to complete planned activities within their group. These opportunities will be carefully planned by both the teaching team in the base and mainstream teacher.

All staff are committed to a positive attitude and are aware of their responsibility towards younger children in identifying barriers to learning and intervening at an early stage.

Speech and Language Therapy:

Support for speech, language and social communication skills The base has two speech and language therapists to support all children who access the base. There is an emphasis on collaborative working between therapy and teaching staff, who plan, set targets and work together to develop pupils :- Understanding of language e.g. words, concepts and instructions - Use of language e.g. vocabulary and sentence structures - Pragmatic language skills (using language for a range of functions) e.g. making requests, making comments, asking questions - Social skills e.g. taking turns, playing and interacting appropriately with peers, building friendships - Understanding of feelings, emotions and facial expressions Individualised therapy programmes will be set for children in the base following assessment and observation by the speech and language therapist and information gathered from parents/carers and teaching staff.

Our speech and language therapists are able to provide advice and assistance to mainstream and base teaching staff to support pupils to access the curriculum. In addition to in-class support, children from the base may receive speech and language therapy within small group, paired or individual work, depending on their needs. Therapy may be delivered alongside mainstream peers to support integration and generalisation of skills.

Occupational Therapy:

The base has an allocated therapist who will work alongside children and staff at various times during the term. This is dependent on the package of care that is identified to individual children. There is an emphasis on collaborative working between therapy and teaching staff, who plan, set targets and work together to help pupils progress. The therapist will provide outcomes and programmes which will be embedded throughout the school day, led by staff within the resource base. Individualised therapy programmes will be set for children in the base following assessment and observation by the Occupational Therapist and information gathered from parents/carers and teaching staff. Our therapist is able to provide advice and assistance to mainstream and base teaching staff to support pupils to access the curriculum.

Swimming:

Currently, all children can access a weekly lesson delivered by qualified staff in the school swimming pool. Swimming lessons last for approximately half an hour and focus on developing water skills and confidence as well as learning all four strokes. Swimming is also beneficial to supporting the development of children's independence skills. Whilst being a valuable life skill, swimming can be an excellent therapy to support the following: improved focus, safety skills, motor skills, confidence, behaviours and social skills.

Behaviour:

We have high expectations at Riversdale Primary School. We follow the school behaviour policy which is committed to enabling all children to access education successfully. The children within the base are rewarded for their successes which include maintaining school rules and positive behaviour. There may be occasions when children require individual support and strategies, these may be shared with you, for example the use of a working towards chart.

Social and Emotional Development:

The school has developed its own social curriculum, which is embedded into a number of lessons. Teachers work closely with the Speech and Language therapists and Occupational Therapist to promote this area of development, running social skills groups as required.

Outside Agencies:

We are able to access agencies outside of the school to support children. These agencies include Educational Psychologist, Inclusion services, Early Years Centre, Emotional Wellbeing Service, ASD Advisor. We also have information for parents who may wish to access support, such as the family support service SEND in Mind.

Monitoring and Assessments:

Monitoring and assessments of children will be used to inform future teaching as well as support meeting children's individual learning targets. We aim to support each child in achieving their potential by building upon their strengths, scaffolding their learning and enabling them to develop in all areas of need.

Specialist Equipment:

Our Sensory room and soft play areas have a range of equipment and resources for all children to access, providing a multisensory experience. The sensory zone provides a calming space for children to relax, which is good for their emotional health as well as giving them a chance to explore their feelings, improve hand and eye coordination and develop language skills. Sensory equipment and resources have been proven to be extremely useful for children with ASD, as well as benefiting all children.

What arrangements are in place for parents who wish to give feedback or make a complaint?

The school website includes information on how you can raise a concern or make a complaint or give positive feedback and influence service development.

APPENDICES

Appendix 1: Riversdale's Local offer

The School may offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory and physical needs. Below is a list of interventions and support that may be on offer to children requiring support. This list is subject to change and shall be adapted termly or when deemed appropriate.

TA: Teaching Assistant

SCAT: Supporting children and teachers

LSA: Learning Support Assistant

Provision /Resources	Staff/Pupil Ratio	Staff involved
Literacy Provisions		
Focused literacy support (in class)	1:6	TA/teacher
SEND Literacy support group (Years 1-5)	1:6	SCAT Teacher
Phonics	1:8	TA/ teacher
Rapid Read	1:3	TA
Nessy literacy support	1:7	SCAT Teacher
Spelling Snake group	1:6	TA
Wandsworth Literacy support team Lit Support	1:1	Literacy Support Teacher
Handwriting group	1:5 (max)	TA/Class teacher
Breakfast club reading	1:1	Learning mentor/ TA
Reading support	1:1	Volunteer
Numeracy Provisions		
Maths No Problem intervention -pre teach/development of foundation skills (Years 1-5)	1:6 (max)	SCAT Teacher
Focused numeracy support (in class)	1:5	TA/teacher
Speech and Language		
Individual Speech and Language support	1:1	S&L therapist
Comprehension group	1:3	LSA
S&L group work	1:3 (max)	S&L therapist/Learning mentor
Thoughts and feelings group	1:2	Learning mentor
Individual S&L target work	1:1	Elkan trained TA + S&L therapist.
Narrative Group	1:3	LSA
S&L group work Teach Talk	1:3 (max)	Elkan trained TA /Learning mentor
S&L group work Magic Kids	1:3 (max)	Elkan trained TA /Learning mentor
S&L group work Word Aware	1:3 (max)	Elkan trained TA /Learning mentor
Colourful Semantics	1:1	Inclusion team
Black sheep press Story Telling	1:2	Inclusion team
Other		
ASD Lego group	1:3	Learning mentor/LSA/Garratt Park
OT group	1:4 (max)	LSA / TA
Gymtastic Dance	1:8	SEN Teacher
ASD learning/ behaviour support	1:1	Garratt Park advisor
BLSS support	1:1	Victoria Drive PRU
Movement/ sensory breaks	1:1/ 1:2	SENCO/ TA/ Teacher
Social support		

Making friends & taking turns group	1:4 (max)	Learning mentor
Anger Management Group	1:4 (max)	Learning mentor
Mentoring/ Counselling	1:1/1:4 (max)	Learning mentor
Social Skills	1:4 (max)	Learning mentor
Playground Support	1:1(max)	Learning mentor
Social skills Lego/brick group	1:3	Learning mentor
Self-esteem group	1:3	Learning mentor
Integrated Play Group	1:3	Inclusion team
Art/ Play therapy	1:1	Well-being practitioner / school play therapist

Appendix 2: Provision map – SMART Targets

Provision maps are completed and reviewed at the beginning of each term with the child and parents/carers at parent/carers teacher meetings. Targets are S.M.A.R.T. (Specific, Measurable, Attainable, Realistic and Time Constrained).

Guidance for completing provision maps:

- Ensure the provision map is signed by teacher, parent and child.
- Write 3 SMART targets.
- One target should be aimed at the child's main SEN. If the child is working below the band then a maths and literacy target should be made.
- Record provision relating to targets.
- Highlight term of provision.
- Keep all provisions on the same sheet.
- Assess and review targets termly.
- Encourage children to refer to their targets, have them in a visible space for your child to see them daily. On a table where they sit or the fridge is great!

Riversdale Primary School Provision Map					
Year:	CT:	Child:	SEN:		
Provision/Resources	Staff/Pupil Ratio	Staff Involved	No of times a week	Minutes	Start date-finish of date

NAME OF CHILD AND DOB - Current Termly Target

I will let my teacher know..
I will try to..
I will be able to..

Draw SIGN HERE



This target map is meant as a guide to help explain what Riversdale School does to support your child's needs. Should you have any questions please contact the school. Exit criteria if