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How does Riverside School know if my child needs extra help?

We use information from your child's nursery, pre-school or previous school.

We closely monitor the progress of all children throughout the year.

We talk with children and parents and listen to what you tell us.

We use information from outside agencies who work with your child, for example a Speech and Language thera-



Progress is reviewed regularly, including termly pupil progress meetings with the Deputy Head to ensure all children are making excellent progress. Every class teacher is continually assessing the achievement and progress of each child in their class and will be aware if a child is making slower than expected progress. Initially they may adapt their teaching and the learning environment to meet the needs of children. If this quality first teaching approach does not show improved progress then the teacher may decide to introduce some short term extra activities which can be measured to see if they help improve progress, for example additional reading support or extra phonics sessions. If after a set time of measured extra support there is still no improvement in progress, the class teacher can ask the school's SEN co-ordinator to look into additional support that might help a child, including assessments that might identify a specific area of need. If parents feel their child is not making good progress then they can have input to the progress review process at any time by speaking to the class teacher.

What should I do if I think my child may have a special educational need or disability?

Speak to your child's class teacher about your concerns.

SENDIASS (Special educational needs and disability information, advice and support service)

offer impartial information and support.

Website: www.leics.gov.uk

E-mail: sendiass@leics.gov.uk



Consider contacting other sources of support, for example your G.P.
School can help signpost you.

Ask for an appointment to discuss your concerns in more detail.

Speak to your child's class teacher or the teacher in charge of Special Educational Needs;

don't worry unnecessarily, if we know your concerns we can help you and your child straight away.

Teachers welcome the opportunity to discuss pupils' progress with parents. We have Parents' Evenings in October and February when there are timetabled meetings for each child. If however you have concerns at any time during the year please speak to your child's teacher straight away. They will always be happy to discuss any concerns you have. We are committed to working in partnership with parents and understand that parents know their children best of all. Your input is essential if we are to gather the information we need to best support children in school. If you would like to speak directly to the school SEN Co-ordinator, Sarah George, you can contact her via the school office with any concerns you have and she will be happy to offer support.

It may be that we suggest ways you can seek support outside school, for example through your G.P. or optician.

What support will there be for my child's overall well-being?

Your child's well-being is our primary concern; if you are worried, please speak to your child's class teacher straight away.

We are a caring team at Riverside who want the very best for all the children we look after.

We offer individualised support for children which might involve one to one or small group work to meet their needs.



We support children who face challenges outside school; for example Young Carers [LINK](#)

At Riverside we monitor the well-being of all children and any concerns are highlighted to the Headteacher and our well-being tracker is updated on a termly basis. Plans are made to meet the needs of children in different ways, for example through involvement in social and communication groups or extra-curricular activities. Concerns about well-being may mean we work more closely with a child and their family for a set period of time.

How will I know how Riverside School supports my child?

Different support for different needs; every child is an individual.

Speak to your child's teacher and they will share with you any support being given.

Pupil Profiles

These detail tailored support for all children on the SEND register

[LINK HERE TO AN EXAMPLE](#)



We have Parents' Evenings in October and February when there are timetabled meetings for each child. Any additional support your child is receiving will be explained to you and you will be asked for your feedback on progress made. Children who are known to have a Special Educational Need will have an individual education plan (IEP) or a one page pupil profile (which we are currently developing in school). This is reviewed termly with input from each child, parents and class teacher. We work closely with parents and will feedback directly to you at the end of the day if there are more short term issues to consider and class teachers are able to arrange to meet with parents after school if additional information is required.

What specialist services and expertise are available at or accessed by the school?

Communication and interaction

Speech and Language Therapy Service
Autism Outreach Team



Cognition and learning

Educational Psychology Service
Specialist Teaching Service

Social, mental and emotional health

School Nurse Service
Educational Psychology Service
CAMHS (Child and Adolescent Mental Health Service)

Sensory and/or physical

School Nurse Service
Vision Support Service
Hearing Support Service
Occupational Therapy and Physiotherapy services
Specific NHS services such as the Diabetes Nurse team or the DIANA service

There are many staff within school who have received specific training, for example how best to support students with ADHD or Autistic Spectrum Differences. We share our knowledge and expertise amongst staff in school. If we do not have the specific skills or knowledge required to support individual children, we can call on support from a variety of sources, many of whom are listed below. There may be other services or organisations that we seek support from in very specific circumstances to tailor our support for a child.

How will you help me to support my child's learning?

Sharing our plans for the curriculum, so you can enjoy topics at home.

Providing ideas and tips for activities you can support with. [LINK HERE](#)

Making sure you have up to date information about targets through the Pupil Profiles.



Reviewing progress and targets with you; planning together for next steps.

The school works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this. You have much to contribute to our support for pupils with special educational needs. We consult and involved you in planning and review of provision made for children with SEN and disability. During discussions with your child's class teacher they may be able to share specific activities for you to complete at home or ways you can support with homework. They may also be able to share details of organisations that can support you and your child in a variety of ways outside school.

How will the curriculum be matched to my child's needs?

Quality First Teaching; the right support at the outset, in class, from the teacher.

Specific support for specific needs; some children require extra resources or adult support to make progress.

[Link here to Resourceful box](#)



Differentiation; making sure that every task is accessible to all children.

Tracking and progress; all teachers are continually assessing each child's progress to ensure that progress is being made.

At Riverside we have an inclusive Quality First Teaching Philosophy and as part of this, each child's needs are considered individually and the curriculum is planned to take all needs into account. We have termly Pupil Progress meetings to review progress and plan accordingly. We may seek advice from external agencies and support networks to ensure that staff in school can plan to meet the needs of all children.

How will I know how my child is doing?

Feedback from your child's teacher; regular opportunities to meet with class teacher and SENDCo if required.

Reports from external agencies working with your child; these can be discussed with school and targets set accordingly.



Sharing topic and homework tasks with them.

Parents' evenings and the annual school report are a more formal way of finding out about progress.

We feedback to parents about progress through Parents' Evenings in October and February as well as in an end of year school report at the end of the academic year. For children who are receiving additional support a termly Pupil Profile/target/pupil review is held to review progress. In some cases class teachers will be in more regular contact with parents due to the nature of a child's specific needs. We are focused on ensuring that each child is seen as an individual and therefore may keep in touch with parents in different ways depending on a child's needs.