

SEND/ Inclusion Information Report 2026

Riverside Community Primary School

October 2026

Our Vision

“Helping every child shine in their own way.”

The primary aim of our school's SEND provision is to ensure that every child with Special Educational Needs and Disabilities (SEND) is supported to thrive in a caring, inclusive and stimulating environment.

We are committed to identifying and meeting individual needs at the earliest opportunity, enabling all pupils to access a broad and balanced curriculum. Through high-quality teaching, personalised support and strong partnerships with parents, carers and external professionals, we strive to remove barriers to learning and promote each child's confidence, independence and wellbeing, laying the foundations for lifelong success. Inclusion is actively promoted, diversity is recognised and celebrated, and all pupils are supported to develop academically, socially and emotionally.

Policies for Identifying Children and Young People with SEND and Assessing Their Needs

Riverside Community Primary School follows the procedures set out in the SEND Code of Practice: 0–25 years (2015) and complies with the statutory requirements of the Children and Families Act 2014 and the Equality Act 2010.

The school has a range of policies related to SEND, all of which are available on the school website at www.riversideprimary.net. These policies support the identification, assessment and provision for pupils with SEND and ensure that equality of opportunity and inclusion are promoted throughout the school.

Overall responsibility for ensuring that appropriate arrangements are in place to meet the needs of pupils with SEND lies with the Headteacher and the Governing Body. The Special Educational Needs Coordinators (SENCOs) are responsible for coordinating SEND provision across the school. This includes:

- Working closely with teaching and non-teaching staff to support pupils with SEND
- Liaising with parents and carers
- Coordinating involvement with external agencies and specialist services
- Monitoring and reviewing the effectiveness of SEND provision.

The SENDCos at Riverside Community Primary School are Mrs Katie Tate and Mrs Emily Woodman.

Email: sendco@riversideprimary.net

Tel: 01752 365297 to make an appointment or to leave a message.

Support and Early Intervention

At our school, we recognise the importance of identifying and supporting children's needs as early as possible. Early intervention is key to helping pupils with SEND make good progress and feel confident in their learning.

In line with the SEND Code of Practice (2015), we use a graduated approach to quickly identify any barriers to learning and put the right support in place. By acting early, we can provide targeted help, prevent difficulties from increasing and ensure every child has the best possible start to their education. We work closely with parents and carers, valuing their insights and keep them involved every step of the way.

Types of Support:

Universal Offer - The universal offer is the support that all pupils receive as part of everyday school practice. This includes high-quality teaching, inclusive classroom strategies, a positive behaviour approach and whole-school wellbeing support. Most pupils' needs are met at this level.

Targeted Support - Targeted support is extra help for pupils who need more than the universal offer. It is usually short-term and specific, such as small-group interventions, catch-up programmes, behaviour or emotional support, or tailored strategies delivered by teachers or support staff.

Specialist Support - Specialist support is for pupils with complex or long-term needs. It involves specialist professionals (e.g. SEN specialists, speech and language therapists, educational psychologists) and may include personalised programmes, EHCP provision, or specialist resources and settings.

Types of Needs

Some children may have specific needs that are short-term, while others may experience more complex or long-term needs. The school adopts a holistic approach to supporting children and recognises that difficulties may not be limited to academic learning alone. Children may also experience physical, emotional, social, or mental health needs, and these areas can often overlap. As such, needs may be complex and interrelated.

The school identifies pupils' needs within four broad areas of Special Educational Need and/or Disability (SEND):

1. **Communication and Interaction**
Including difficulties with speech, language, communication and social interaction.
2. **Cognition and Learning**
Including challenges with learning, understanding, processing information and developing academic skills.
3. **Social, Emotional and Mental Health (SEMH)**
Including emotional regulation, behaviour, well-being, anxiety, or mental health difficulties.
4. **Sensory and/or Physical Needs**
Including sensory processing differences, hearing or visual impairments and physical or medical needs.

These categories help the school to plan appropriate support, while recognising that children's needs are individual and may span more than one area.

Identifying Needs

Identifying children's needs is an ongoing, structured process that involves observation, assessment, communication and collaboration with other professionals. Children's SEND may be identified through a range of methods, including:

- 1) **Observations** – Teachers regularly observe how children behave, learn and interact. They look for signs such as difficulty understanding instructions, struggles with reading, writing or maths, social and emotional struggles and changes in behaviour or mood.
- 2) **Monitoring Behaviour, Attendance and Wellbeing** – We monitor patterns in behaviour, emotional regulation, relationships, attendance and engagement.
- 3) **Assessment and Monitoring** – We use both formal and informal assessments including baseline assessments when a child starts school, regular tests and quizzes and progress tracking against developmental milestones or curriculum frameworks. If a child is not progressing as expected, it may signal a need for intervention.
- 4) **Communication with Parents/ Carers** – Parents/carers provide valuable insight into their child's development. Discussions and sharing information can provide insight into the child's homelife, medical or developmental history, interests, strengths and any concerns. This partnership helps build a fuller picture of the child's needs.
- 5) **Pupil Voice** – Children themselves can express their needs. We listen to their views, preferences and feelings. This ensures their perspective is considered.

- 6) **Collaboration with other professionals** – we may involve external specialists such as educational psychologists, speech and language therapists, social workers, communication and interaction team, multi-agency support teams (MAST), CAMHS, the Local Authority (LA) and health professionals.
- 7) **Review Meetings and Records** – We hold regular meetings to review progress, looking closely at IEPs, medical reports, previous settings' reports and safeguarding records. These help us track whether support is effective or needs adjusting.

When needs are identified

Once a need is identified we used the graduated approach of 'Assess-Plan-Do-Review.' This is a cyclical process to assess needs, plan appropriate support, implement strategies and regularly review their effectiveness.



Targeted Support

Where it is determined that a child's needs exceed those that can be met through the universal offer, we will seek to identify and implement appropriate targeted support. This process may result with us creating an Individual Education Plan (IEP). to support their learning needs, a medical plan to ensure their needs are met safely and effectively or an advice IEP, which are reviewed termly/ annually to ensure staff have accurate and up-to date information to support the child's learning and needs.

Individual Education Plans (IEPs)

An IEP is a personalised support plan created for a pupil who needs extra help with learning, behaviour, communication, physical needs, or emotional development. It explains:

- A clear description of the nature of the child's difficulties
- Assessment levels and baseline information
- Details of actions to be taken, including:
 - Staff involved
 - Frequency and type of support
 - Strategies and interventions to be used
- Advice and recommendations from external agencies, where applicable
- Specific, measurable targets
- Comments from parents/carers, including home input and support
- A review date

- The child's views, recorded on a separate pupil-voice sheet.

Medical Plans:

A medical plan (often called an Individual Healthcare Plan) explains how a child's medical needs are supported in school and how those needs link to their special educational needs or disability. It ensures that health needs do not become a barrier to learning, inclusion or safety.

A medical plan:

- Sits alongside SEND support, not instead of it
- May inform or support IEPs, EHCPs (Education, Health and Care Plans) and helps us make reasonable adjustments under the Equality Act 2010

Some pupils have medical needs only; some have SEND only and some have both. When medical needs affect learning or access to education, they are treated as part of SEND planning.

A medical plan usually includes:

- ***The pupil's medical condition*** - diagnosis or condition (e.g. asthma, epilepsy, diabetes, allergies, mental health conditions), how the condition affects the child day to day and whether it fluctuates or is long-term.
- ***Impact on learning and school life*** - this is where SEND becomes relevant: fatigue, pain, or concentration difficulties, missed lessons or hospital appointment, anxiety linked to health needs, sensory or physical impact on access to learning and need for rest breaks, quiet spaces, or flexible timetables.
- ***Support and reasonable adjustments*** - examples include extra time to complete work, modified PE or practical lessons, access to medication during the school day, adapted seating or classroom layout, staff awareness and training and support during exams or assessments (these adjustments are part of the school's SEND duty).
- ***Medication and treatment arrangements*** -clear guidance for staff on what medication is needed, when and how it is administered, who is responsible, storage and safety, consent from parents/carers
- ***Emergency procedures*** - what to do in a medical emergency, signs to watch for, who to contact, how the child may communicate distress (especially if they have communication difficulties).

- **Roles and responsibilities** - the plan will clearly state: what the school will do, what parents/carers will provide, any involvement from: school nurse, consultant or specialist or local authority.

Why medical plans are especially important for SEND pupils

Children with SEND may:

- Struggle to communicate pain or symptoms
- Need predictable routines around medication
- Experience heightened anxiety around health
- Be more vulnerable in emergencies
- Require staff who understand both health and learning needs

A SEND medical plan explains how a child's health needs are managed in school so they can learn, participate, and feel safe—just like their peers. It ensures consistency, safety, dignity and inclusion.

Accessibility

The school premises are fully accessible for pupils with reduced or restricted mobility.

Specialist Support

Where it is determined that a child's needs exceed those that can be met through the targeted offer, we will seek to identify and implement appropriate specialist support. This may include submitting an application for an Education, Health and Care Plan (EHCP). Please note: *A diagnosis alone does NOT automatically determine the type or amount of support a child receives or guarantee an EHCP. The deciding factor is impact on learning and access to education.*

EHCPs

An EHCP is a legal document for children and young people aged 0–25 who have special educational needs that require support beyond what schools normally provide. It outlines the child's needs and the educational, health and care provision required to support them. The EHCP ensures that support is coordinated, appropriate and reviewed regularly to help each child achieve their potential.

Medical Plans and EHCPs - If a pupil has an EHCP: medical needs may appear in: Section C (Health needs), Section E (Outcomes), Section F (Educational provision).

A medical plan provides practical, day-to-day detail alongside the EHCP. Health provision written in an EHCP is legally enforceable. Please note: *Not all children with medical plans need an EHCP, but ongoing or complex medical needs can contribute to eligibility.*

Arrangements for Consulting Parents and Carers of Children with SEND and Involving Them in Their Education

We work in close partnership with parents and carers to ensure the best possible outcomes for children with SEND. Permission is always sought from parents and carers before a child is referred to any external professional. Where appropriate, parents/carers are encouraged to attend assessments and are kept fully informed of all outcomes and recommendations. Information and literature relating to a wide range of specific SEND needs are available to staff, parents and carers.

Parents and carers are encouraged to play an active and valued role in their child's education through a range of formal and informal opportunities. They are involved at every stage of the SEND Code of Practice and are welcome to contact the school at any time to discuss concerns with the appropriate member of staff. When appropriate, parents and carers are informed about PIAS (Plymouth Information, Advice and Support for SEND), which provides independent advice and support.

Opportunities are provided for parents/carers to discuss their child's learning progress during scheduled parents' evenings.

Individual Education Plans (IEPs) are reviewed three times a year, with parents and carers involved in the review process.

Parents and carers of children with an Education, Health and Care Plan (EHCP) are invited into school annually to participate in a formal EHCP review. In line with Person Centred Planning, children are also supported to contribute their views as part of the review process.

Arrangements for Consulting Pupils with SEND and Involving them in Their Education

Pupils with Special Educational Needs and Disabilities (SEND) are actively involved in planning, reviewing and reflecting on their learning. Where appropriate, pupils have a Progress Book, which contains their Individual Education Plan (IEP) alongside more detailed target sheets. These books are used to record progress towards agreed targets.

Any member of staff working with a pupil on their individual targets records the support provided and progress made within the Progress Book. Pupils are encouraged to take ownership of their Progress Books and are supported to understand their targets and reflect on their progress.

A combination of one-to-one interventions, small group withdrawal and targeted in-class support is used to meet individual needs. Pupils discuss their learning, successes and next steps during their out-of-class support sessions, helping them to develop self-awareness and positive attitudes towards learning.

Progress towards targets is formally reviewed three times a year, or informally and more frequently where necessary, depending on the child's needs. Reviews inform future planning and any adjustments to provision.

Arrangements for Assessing and Reviewing Children's Progress Towards Outcomes.

Children's progress is assessed and reviewed regularly to ensure that support is effective, and outcomes are appropriate, achievable and being met. A range of formal and informal methods are used to monitor progress effectively. Findings are used to inform future planning and provision.

Children's progress is formally monitored through the following:

- Class books and IEP target monitoring, with evidence recorded in children's individual progress books.
- Termly assessments in Reading, Writing and Numeracy to track progress against age-related expectations and individual targets.
- Regular meetings with class teachers and teaching assistants working directly with children who have SEND to review progress and adapt provision where necessary.
- IEP reviews, which take place three times per year. Parents and carers can make appointments to discuss progress, review targets and contribute to planning next steps.
- Reports from external specialists, such as health or educational professionals. These reports are shared with parents/carers in person wherever possible to ensure clarity and discussion of recommendations.
- School reports, with opportunities for parents/carers to make appointments to speak to staff to discuss attainment, progress and next steps.
- Annual Education, Health and Care Plan (EHCP) reviews, where parents/carers are invited to attend the review meeting. Additionally,

parents/carers and the child are encouraged to contribute to and participate in the completion of review paperwork prior to the formal meeting.

These arrangements ensure that children's progress is closely monitored, provision is reviewed regularly and parents/carers are fully informed and actively involved in supporting their child's learning and development.

Arrangements for supporting children and young people in moving between phases of education.

Every effort is made to ensure that transitions—both within school and to new educational settings—are carefully planned, managed and implemented for children and young people with additional needs.

We recognise that transitions can be challenging and therefore take a proactive, individualised approach. This includes close communication between staff, parents/carers and where appropriate, external professionals. Riverside has an established in-house transition programme specifically designed to support pupils with SEND as they move between year groups and key stages. This programme focuses on emotional preparation, familiarity with new routines and continuity of learning and support.

Where pupils transition to other settings, we work collaboratively with receiving schools to ensure information is shared effectively and support arrangements are clearly understood.

Approach to teaching children and young people with SEND.

The SEND Team at Riverside is appropriately resourced to meet the diverse needs of our pupils. Teaching and intervention approaches aim to consolidate and extend children's skills while promoting independence and confidence.

Support is delivered through a range of carefully planned, challenging and stimulating activities, tailored to individual needs. We place a strong emphasis on:

- Identifying, nurturing and building on each child's strengths
- Valuing and celebrating progress and achievement, however small
- Supporting personal, social, moral and cultural development
- Encouraging positive self-esteem and resilience

High-quality teaching, alongside targeted support where required, ensures that children with SEND are able to access learning and make meaningful progress.

Adaptions to the curriculum and learning environment for children with SEND.

SEND and inclusion are of high importance at Riverside Community Primary School. All staff are committed to meeting the needs of all pupils and ensuring that every child can access and engage fully with learning.

Adaptations are made to ensure full access to all areas of the curriculum. Teaching and learning are carefully planned with appropriate differentiation to meet individual needs, and resources are selected and adapted accordingly. Where necessary, individual or small-group interventions are planned to reinforce learning, support progress, or provide challenge and extension for more able pupils.

The learning environment is inclusive, nurturing and supportive, with adjustments made to meet sensory, social, emotional or physical needs. Staff promote independence and resilience while providing appropriate support.

Children and young people with SEND are supported to develop positive self-esteem through carefully planned teaching programmes that include specific, attainable and measurable targets. This approach enables pupils to experience success, recognise their achievements and build confidence in their abilities.

High expectations are set for all pupils, including those with SEND. Staff focus on progress and potential, ensuring that pupils are encouraged and supported to achieve the best outcomes possible.

The expertise and training of staff supporting children with SEND, including how specialist expertise will be secured.

Riverside Primary School ensures that staff have the necessary skills, knowledge and training to support children and young people with SEND effectively. All staff receive ongoing professional development, including SEND-focused training delivered through school-based INSETs with both external consultants and accredited online training. Training is informed by the needs of pupils and includes strategies for supporting communication, interaction, learning, behaviour and emotional wellbeing.

We work closely with a range of external support services to ensure specialist advice is accessed when needed. This includes:

- The Education Engagement Service, which supports attendance and engagement
- The Multi-Agency Support Team (MAST), through which referrals can be made for Family Support Workers, Educational Psychologists, counsellors or therapists

- A commissioned Specialist Speech and Language Therapist, who works with the school one day per fortnight
- Referrals to community Speech and Language Therapy services (Livewell)

In addition, the school has a Teaching Assistant who specialises in delivering Speech and Language interventions and implementing guidance provided by speech and language professionals.

Where appropriate, further specialist advice and support is sought from:

- Educational Psychologists (E.P.)
- Communication and Interaction Team (C.I.T.)
- Health Visitors and the School Nursing Service
- Child Development Centre (C.D.C.)
- Community Nursing Teams
- Outreach services from specialist educational settings

This collaborative approach ensures that pupils with SEND receive timely, appropriate and coordinated support, and that staff are confident in meeting a wide range of needs.

Evaluating the Effectiveness of Provision for Children and Young People with SEND

Monitoring and Improving SEND Provision

We are committed to developing, monitoring and continually improving the quality of SEND provision across the school. This is achieved through effective leadership, consistent practice and ongoing evaluation. Provision is reviewed regularly to ensure it remains responsive to pupils' needs and aligned with best practice. Staff work collaboratively to maintain clear communication, share expertise and deliver consistent, high-quality support. The voice of the child, as well as input from parents/carers and external agencies, is central to shaping and refining our SEND provision.

As part of the SENCo's statutory responsibilities, Riverside has robust systems in place to monitor, review and evaluate the effectiveness of provision for children and young people with SEND.

The SENCo maintains an Inclusion Register (PLASC), which is updated regularly to reflect the school's high level of pupil mobility. The register records pupils' names, dates of birth, primary areas of need and whether pupils are receiving SEND support or have an Education, Health and Care Plan (EHCP). This ensures accurate identification, tracking and monitoring of SEND across the school.

Each class teacher is responsible for maintaining a Class Inclusion File, which contains individual records for pupils requiring targeted support. These files include Individual Education Plans (IEPs), EHCP documentation and annual review paperwork, reports from external agencies and Information from previous schools and settings. This enables consistent, informed and timely support at classroom level.

Governance and Accountability

The Governing Board appoints link governors with specific responsibility to monitor and report on the effectiveness of provision in key areas. These governors meet regularly with relevant staff and report annually to the governing board on:

- Special Educational Needs and Disabilities (SEND)
- Looked After Children (LAC)
- Pupil Premium
- Equality
- Behaviour
- Attendance

This process ensures accountability, oversight and continuous improvement of provision for vulnerable groups.

Inclusion and Access to the Curriculum

Riverside is committed to ensuring that pupils with SEND are fully included in all aspects of school life.

- The school site is fully accessible to meet a wide range of needs.
- A variety of teaching and learning approaches are used, with differentiated objectives and a curriculum matched to individual needs.
- All pupils, including those with SEND, can access breakfast club, after-school provision and extra-curricular activities.

- Comprehensive risk assessments are completed for all trips and residential visits to ensure accessibility and inclusion.
- Additional support is provided as necessary to encourage participation and promote positive experiences beyond the classroom.

Emotional Wellbeing, Pupil Voice and Anti-Bullying Measures

Pupils' emotional and social development is carefully supported and monitored alongside academic progress.

- All pupils can access our 'Thrive Hive' when needed - A nurturing, safe space that supports children to develop emotional regulation, resilience and wellbeing. It provides a calm environment where pupils can access strategies, resources and supportive relationships to help them understand and manage their emotions, build confidence and successfully re-engage with learning. The Thrive Hive promotes inclusion, emotional growth and readiness to thrive both socially and academically.
- All staff are committed to monitoring pupils' pastoral wellbeing and will raise any concerns with the SEND team.
- The school employs a full-time Pupil Wellbeing Practitioner, who works with pupils to improve self-esteem, emotional regulation and resilience. Support may involve one-off sessions, short-term interventions or longer-term programmes.

To support pupils who require additional structure during social times, the SEND team provides an alternative lunchtime provision known as "Cool Club". This offers a safe, calm and inclusive environment where pupils can socialise, play games and build friendships with adult supervision.

Behaviour incidents and concerns are systematically recorded. Any incidents of bullying are logged separately and addressed promptly. Anti-bullying posters displayed throughout the school provide clear, child-friendly definitions of bullying, supporting prevention and encouraging pupils to report concerns.

Working with External Agencies and Supporting Families

Riverside places great emphasis on multi-agency collaboration to meet pupils' needs effectively.

- The school commissions a Speech and Language Therapist one day per fortnight and employs a Speech and Language Teaching Assistant to support

pupils across the school. This provision supplements support from Livewell Children's Speech and Language Service.

- The Family Support Advisor works closely with parents/carers, offering guidance, signposting to services and where appropriate, accompanying families to children's appointments.
- When a pupil has a specific medical diagnosis, the SENCo liaises closely with health professionals to ensure appropriate support and reasonable adjustments are in place.
- Communication with external professionals, including health, social care and voluntary sector organisations, is prioritised to ensure cohesive and responsive support for pupils and their families.

Complaints and Parental Concerns

The school values open communication with parents and carers.

- Parents/carers are encouraged to meet with the SENDCo and/or Family Support Advisor to discuss any concerns regarding SEND provision.
- If concerns are not resolved at this stage, parents/carers may arrange a meeting with the Headteacher.
- This graduated and supportive approach ensures concerns are listened to and addressed promptly and constructively.

Riverside's approach to SEND is inclusive, proactive and carefully monitored. Through strong leadership, effective governance, high-quality teaching, pastoral support and multi-agency collaboration, the school ensures that children and young people with SEND are supported to make progress academically, socially and emotionally, whilst fully participating in school life.

Further information about SEND at Riverside Community Primary School can be found at:

<https://www.plymouthonlinedirectory.com/childrenandfamilies/plymouthschools/primary?p=2>

<https://www.plymouthias.org.uk/>

https://riversideprimary.net/docs/policies/Accessibility_Plan.pdf

Review: This report is reviewed annually