

SEND INFORMATION REPORT – January 2023

SEND information report covers the requirement of chapter 6 of SEND Code of Practice 2014:

Our Pupils attending Riverside Meadows Academy will have special needs identified:

- All have Education, Health and Care Plans (EHCP)
- Social, emotional and mental health needs
- May require modification to the curriculum and personalised learning approaches

Admissions and further advice contact:

STAR Team

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Equalities and Diversity – See our Equalities Policy and Equalities Plan

<p>Accessibility and Inclusion</p>	<p>How accessible is our school environment?</p>
<ul style="list-style-type: none"> • Is the building fully wheelchair accessible? 	<p>Yes our school is accessible and on one level with a disabled toilet – We are currently consulting to form a new Equalities Plan for Horizons Education Trust.</p>
<ul style="list-style-type: none"> • Do you have accessible parking spaces? 	<p>Yes - we have parking spaces inside our car park for visitors as you approach the end of Almond Road, St Neots and limited parking at Algore’s Way, Wisbech.</p>
<ul style="list-style-type: none"> • Have there been improvements in the auditory and visual environment? 	<p>Auditory environment: Efforts are made to reduce noise in all areas. Music is carefully chosen in classroom areas to promote a calm environment. Ear defenders are available to pupils.</p> <p>Visual environment: Environment audits to be reviewed for our Equality Plan for our pupils. We have a Trustee with significant experience as a VI Rehabilitation Officer.</p> <p>We ensure that we have predictable classroom environments and reduce clutter with good housekeeping for health and safety to support all pupils. We provide signage with contrast colour to support accessibility.</p> <p>We purposely use contrast colours so children can find depth of field between furniture and the ground and all doors have dark colour at Wisbech Green. (We prefer Oxford Blue within our trust) to distinguish between the walls and the door.</p> <p>We aim to have our corridors on all wall edges which contrast with Almond white walls. Display is purposely planned for impact but not cluttered to support sensory processing.</p>

<ul style="list-style-type: none"> • Are there accessible changing/toilet facilities? 	<p>Yes – We have cubicle toilets for pupils and staff within the school.</p> <p>There are hygiene rooms with disabled facilities for changing and shower at Riverside Meadows, St Neots.</p>
<ul style="list-style-type: none"> • How do you improve access to the setting? 	<p>We conduct an annual survey for Equalities and accessibility in the spring term which involves all our staff to help us create our Equality plan. We readily accept feedback and advice from parents, visitors and professionals – please leave a comment.</p>
<ul style="list-style-type: none"> • How accessible is your information - including displays, policies and procedures 	<p>There is a school Website which is live and we continue to add information. As part of the PREVENT strategies we have been advised not to publish site plans to protect our children.</p> <p>Policies or items on the website are available free of charge, please request.</p> <p>Displays are carefully designed to allow for accessibility.</p>
<ul style="list-style-type: none"> • Do you have information available in different font sizes, audio information, Braille, other languages 	<p>We will provide information in different font sizes and also audio. Please ask us if you have special requirements.</p>
<ul style="list-style-type: none"> • Communication with parents and families whose first language is not English? 	<p>We will arrange for interpreter to help you if you have problems speaking or understanding written English. Please let us know.</p>

<ul style="list-style-type: none"> • How information is made accessible to parents and families with SEND? • Information from Cambridgeshire Social Care to support parents and families with SEND. 	<p>We will provide audio information by request or arrange a member of staff to help you by arrangement. Please ask us. School regularly provide information leaflets from:</p> <p>Parent partnership www.cambridgeshire.gov.uk/pps</p> <p>Pinpoint www.pinpoint-cambs.org.uk</p> <p>Social Care for children with disabilities Cambridgeshire provide services to families Information on this Cambridgeshire social care website includes:</p> <ul style="list-style-type: none"> Newsletters Information about short breaks and eligibility Community support and eligibility Emergency care scheme Housing adaptations and eligibility Equipment and Occupational therapy services Direct payment and eligibility Cam Play clubs Self – directed support and eligibility Transition from child to adult services
<ul style="list-style-type: none"> • How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? 	<p>Our staff can make high quality resources to support our pupils, these will be bespoke and individualised based on the needs of the learners and relevant to the intended outcomes within their EHCP.</p> <p>Visual resources are an important part of our high quality teaching provision to encourage accessibility for all.</p>

<ul style="list-style-type: none"> Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them? 	<p>We already have a range of furniture to support children with SEND and intend to add to that.</p> <p>We use a range of ways of presenting and recording information and this is related to EHCP suggestions.</p> <p>However, we will respond to Furniture is recommendations from Physiotherapists and Occupational Therapists as a result of a needs assessment with the health authority if applicable.</p>
<ul style="list-style-type: none"> Do you have specialised equipment (e.g.; ancillary aids or assistive technology?) 	<p>School staff have skills in computing and able to support children with IT and assistive technology if assessed as necessary for curriculum access.</p>
<ul style="list-style-type: none"> Riverside Meadows Academy is a SEMH special school Academy 	<p>110 pupils age 11 – 19 across two sites in St Neots and Wisbech. Wisbech Green due to the building has a limited capacity of no more than 30 pupils.</p> <p>Riverside Meadows Academy is part of Horizons Education Trust – Company number 9896071. The Trust website is www.horizonseducationtrust.org.uk</p> <p>Look on the Local offer or our Academy website www.riversidemeadows.cambs.sch.uk</p>
<p>How accessible is the school?</p>	<p>What Riverside Meadows Academy provides:</p>
<ul style="list-style-type: none"> School building 	<p>The buildings are on one site at ground floor level. All parts of the building are accessible with level access entrances available for visitors.</p>
<ul style="list-style-type: none"> Corridors 	<p>Corridors are accessible.</p>

<ul style="list-style-type: none"> • There is a designated access parking space near the front entrance. 	Our Parent and visitor parking bays are marked and disabled parking is marked.
<ul style="list-style-type: none"> • An audit of the auditory environment 	The Equalities Plan will review this aspect. There are carpet tiles on floors to reduce noise in classrooms.
<ul style="list-style-type: none"> • Classrooms Nurture 	There are carpet tile floors.
<ul style="list-style-type: none"> • Classrooms in Key stage 3 and 4 	We have carpet tiles on floors to support noise reduction for our pupils with Autism and ADHD.
<ul style="list-style-type: none"> • Window blinds 	Yes there are roller blinds in a few rooms but increasing use of privacy screen on windows for defused lighting.
<ul style="list-style-type: none"> • Wall displays 	We try to keep wall displays to a minimum in corridors to support our pupils with autism and reduce fire hazards. Wall displays in classrooms are carefully designed.
<ul style="list-style-type: none"> • The dining rooms, main hall and PE areas 	<p>We have a school hall which is also a dining room with adjacent kitchen.</p> <p>Outside there is a field for sports in addition to this is a hard court which is used for sports and outdoor learning opportunities at Riverside Meadows, St Neots.</p>
<ul style="list-style-type: none"> • Do we use pictures, PECS symbols and writing with symbols to help? 	<p>Yes we provide signage and photos, writing with symbols resources to meet the individual needs of pupils as required in the EHCP.</p> <p>Visual resources form a vital part of our high quality teaching.</p>

<ul style="list-style-type: none"> • Do we make suitable furniture or equipment available 	Yes and we review furniture needs annually for the Premises Plan for the Academy.
<ul style="list-style-type: none"> • Do we use assistive technology to help our pupils 	Yes – there is knowledge and capacity with Horizons Education Trust to plan for the needs of individual pupils and when necessary refer for specialist assessments to help.
<ul style="list-style-type: none"> • Toilet facilities and with disabled access 	Yes - In all parts of the school there are cubicle toilets and two disabled toilets.
<ul style="list-style-type: none"> • Showering facility 	Yes - We have shower facility at St Neots.
<ul style="list-style-type: none"> • Medical room 	Yes – near to the reception at both sites.
<ul style="list-style-type: none"> • Height adjustable furniture 	Yes - As a trust we have some adjustable furniture when required as diagnosed by OT Services.
<ul style="list-style-type: none"> • Are Policies are available in a print format from school and from the website? 	Yes – copies are available on request from office.

Teaching and Learning	What Riverside Meadows Academy provides:
<ul style="list-style-type: none"> • What arrangements do you have to identify and assess children with SEN? 	<p>Pupils have assessments prior to entry to special school and this information is collated by the Local Authority (For Cambridgeshire this is the Statutory Assessment Team based at Scott House, Huntingdon. 01480 -372600. For pupils from other Local Authorities the Academy will liaise with their statutory assessment services teams prior to decision to offer placement. We use baseline assessments from entry and discuss these with pupils at the school initial review. Students can be referred for further assessments as requested by a health care professional.</p>
<ul style="list-style-type: none"> • What additional support can be provided in the classroom? 	<p>The school provides a 'Team around the pupil and family approach' to ensure continuity of provision in case of staff absence to support parents. All staff complete an induction programme and their skills and knowledge of SEND and approaches to supporting pupils with SEMH on an annual basis with a CPD plan. There is a high staff to student ratio to provide support and some students have 1:1 support as required in their EHCP.</p>
<ul style="list-style-type: none"> • What provision do you offer to facilitate access to the curriculum and to develop independent learning? 	<p>The school Ethos in this SEMH special school is to promote independence and preparation for adulthood.</p> <p>Our teaching styles reflect this ethos; particularly in Key stage 4 and Post 16. We have a teaching approach which prepares students to assume independence and when possible wider decision making as preparation for their future lives as adults in the community.</p> <p>All students are assessed on entry to ensure that provision is made at a level commensurate with previous learning, no matter what level that is. Preparation for adulthood is a core part of the curriculum and forms part of the assessment for learning process.</p>

<ul style="list-style-type: none"> • What SEN and disability and awareness training is available to all staff? 	<p>Principles:</p> <ol style="list-style-type: none"> 1. Our Staff training plan as part of Horizons Education Trust will be monitored by Dr Kim Taylor to ensure it is fit for purpose for our pupils and develops capacity of the school workforce. 2. We consult our staff about training and take into account outcomes from appraisals. 3. We ensure all staff complete annual training to support the SEMH of our pupils including therapeutic approaches to behaviour according to the priorities set by the Head of School. <p>Induction: All staff complete induction with a training programme to ensure competency to fulfil the job description and role. The Academy will develop a mentoring scheme to support less experienced staff at all levels within the staffing structure.</p> <p>Safeguarding: All staff receive training in child protection and know how to log a concern as detailed in 'Keeping safe in Education' onto 'My Concern'. Staff follow 'The Safer Care of conduct' for staff' and have information about following up concerns about practice within the trust including 'whistle blowing procedures'. PREVENT training is also provided to all staff, governors and trustees.</p> <p>Moving and handling – we have staff two trainers within the trust to provide advice and training. www.edgetraining.org.uk/</p> <p>We provide staff training and developments based on the National Autistic Society standards for a day special school and within the trust have specialist staff. www.autism.org.uk</p>
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<ul style="list-style-type: none"> • What SEN and disability and awareness training is available to all staff? (Continued) 	<p>Communication and interaction – All staff complete training to support communication skills for pupils with SEMH. The Academy recognises the importance of communication to improve life chances as the pupils move into different contexts and need to build confidence to articulate their views to others in a respectful way.</p> <p>Behaviour and safety – All staff receive 2 day training in TEAM TEACH www.team-teach.co.uk and learn de-escalation techniques to support challenging behaviours. The trust has 4 trainers to deliver training to support the Academy.</p> <p>All staff receive training in behaviour policy and reporting procedures, behaviour strategies to reduce disruptive behaviours and de- escalation and reconciliation. Restorative approaches are encouraged in day to day practice and the Academy expects all staff to model these constructs.</p> <p>Literacy: We follow the national guidelines for the curriculum and we shall begin a Literacy staff handbook which contains a reading and assessment profile, phonics progression checklist and advice to support the moderation of literacy outcomes.</p> <p>Although most pupils are within the average cognitive range the school will have a few pupils with moderate learning difficulties as a recorded need within the EHC Plan.</p> <p>We train staff to implement a range of reading methods and support phonics teaching but also train staff to support children with precision teaching. We keep under review advice from:</p> <p>www.literacytrust.org.uk/</p>
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At Riverside Meadows Academy students learn to read using a wide range of strategies and reading styles. Each pupil may have gaps in learning and experienced different reading schemes or approaches prior to entry.

Reading and spelling are assessed using nationally recognised tests to provide accurate reading and spelling ages. We promote reading and some pupils receive extra support through targeted intervention programmes and 1:1 support which is recorded for discussion with pupils and parents.

English covers a wide range of fiction, nonfiction and poetry genres and text types. The school has resources at different levels so that pupils can develop their reading skills overtime and value its importance to prepare for adulthood.

Students have access to a library containing a wide range of appropriate reading material.

A variety of resources will be used to support literacy including laptops, whiteboards, smartboards, iPads, word cards and specific intervention programmes such as Lexia.

Students assessed as requiring extra support may be provided with a reading pen.

Progress is monitored by the Literacy TLR teacher using reading comprehension assessments, word recognition assessments and phonic checklist assessments.

We encourage interest in drama and performance to build self – confidence.

The school participates in the Book Trust book trust for year 7's and also receiving extra books to support Year 7 catch up.

Numeracy: We follow national guidelines for the curriculum and provide staff with training calculation methods in numeracy and mathematical approaches to provide functional mathematics skills across the curriculum.

Information Technology: We have recently reviewed our IT programmes of study to take account of the new national curriculum. Staff access to training in e- safety from the Local Authority ICT service www.theictservice.org.uk/

Staff will continue to update training in use of apps; how to incorporate Technology and IT across the curriculum.

SENCO – Head of School is the named person but has a team to assist to ensure the statutory duties are met. Quality assurance will be provided by CEO from Horizons Education Trust.

We provision map to ensure we can deliver the provision in the EHC Plans of our pupils. Our Academy has staff to support and coordinate the EHCP process to help pupils, parents and guardian record needs overtime and plan targets with other services as required.

We liaise closely with student assessment teams from Local Authorities to ensure outcomes are documented and information is updated.

Year 11 students have access to the local authority additional needs pathway advisor to support with transition.

Teaching and Learning	What Riverside Meadows Academy provides:
<ul style="list-style-type: none"> • What staff specialisms/ expertise in SEN and disability do you have? 	<p>There is an experienced staff team with specialist SEN qualifications to meet the full range of SEN for an SEMH special school. Within the Trust there is expertise to support the school:</p> <ul style="list-style-type: none"> • Behaviour associated with Learning difficulty • ADHD • Autism • Sexually harmful behaviours • Attachment and Trauma • Communication and Interaction <p>Specialist teaching:</p> <ul style="list-style-type: none"> • Physical Education: Lunchtime Physical education activities are on offer everyday giving pupils the opportunity to extend their learning outside of their lessons, with the possibility of them using some of these obtained skills for inter - school competitions. An aim within these sessions is to develop social skills and to build skills with team work and considerations for others. • Art- Specialist Art teacher provides the full Art curriculum in a purpose built facility • Science – Specialist Science teacher provides the full Science curriculum at Key stage 3 and 4 in a Science room. • Performing Arts – Specialist teacher provide creative drama lessons and support whole school productions and arts events

	<p>Specialist instructor access:</p> <ul style="list-style-type: none">• Drama Teacher• Swimming• Sports• Personal Training• Yoga
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- Drama Teacher
- Swimming
- Sports
- Personal Training
- Yoga

Teaching and Learning	What Riverside Meadows Academy provides:
<ul style="list-style-type: none"> • What on - going support and development is in place for staff supporting children and young people with SEN? 	<p>Personal development, behaviour and welfare including Health and safety:</p> <p>Induction and on- going staff training programme to update knowledge and competency:</p> <ul style="list-style-type: none"> • health and safety policies and procedures, • Safeguarding Policy and procedures including Safeguarding of vulnerable adults for pupils over 18 years of age, 'Keeping safe in Education' updates, Recording referrals and talking to Designated Safeguarding Leads. • Recruitment Policy and procedures • Mobile phones policy • Acceptable use of IT Policy • Behaviour Policy and procedures for recording incidents • Screening, confiscation Policy • Physical intervention Policy and procedures • Team Teach training and updates • Intimate Care Policy and procedures • Fire safety and risk management. • Risk assessments and education visits • Staff safer care of conduct • Whistleblowing • Complaints Policy <p>Medical and health care:</p> <ul style="list-style-type: none"> • We ensure that our staff complete annual online medical training for epilepsy, asthma, diabetes, and administration of medicines <p>Curriculum:</p> <ul style="list-style-type: none"> • Accessibility for groups of learners and use of targeted interventions. • Assessment policy and procedures • Moderating and review of SEND provision including learning walks. • Development points from appraisals and on- going monitoring and evaluation.

<ul style="list-style-type: none"> • What arrangements are made for reasonable adjustments in the curriculum? 	<p>From admission we provision map for children using the Education, Health and Care Plan.</p> <p>We seek to make reasonable adjustments linked to assessment advice and discussion with parents and carers and when possible to help children access the curriculum.</p> <p>We are happy to discuss suggestions from parents and carers and other professionals involved with an individual pupil for other measures that would provide reasonable adjustments and discuss broader access and inclusion.</p>
<ul style="list-style-type: none"> • Support to the pupil during exams? 	<p>We will seek to provide assessments for access arrangements for our students with special needs and disabilities and contact examination boards as required according to regulations.</p> <p>Students with an EHCP are automatically entitled to 25% extra time if it is shown that this is their normal way of working. A prompter, supervised rest breaks and a separate room may be provided to a student where these are considered as a reasonable adjustment.</p>
<ul style="list-style-type: none"> • How do you share educational progress and outcomes with parents? 	<p>We provide various means of communication and ask parents for their preference through an annual questionnaire:</p> <ul style="list-style-type: none"> • Home to school diaries • Termly Report • Termly summative data • Annual Review (Education, Health and Care Plan) • Learning journeys and target sharing • Parent meetings Face to face meetings. • Virtual online meetings <p>Our Parent and Carer Questionnaire will seek the views and opinions to help us improve our school.</p>

<ul style="list-style-type: none"> • What external teaching and learning do you Offer? 	<p>Remote Learning offer and online learning can be provided to support pupils to access learning.</p> <p>Reduced timetables may be introduced with the permission of the local SEND caseworker and SAT Team.</p>
<ul style="list-style-type: none"> • What arrangements are in place to ensure that support is maintained in "off- site provision"? 	<p>Off - site provision provided is case by case basis and may include:</p> <ul style="list-style-type: none"> • Home tuition provided by and external agency • 14-16 Alternative placement • Equine Assisted Therapy • Remote Learning Package • Family and Schools Worker to visit homes regularly
<ul style="list-style-type: none"> • What work experience opportunities do you offer? 	<p>See website for information about destinations of leavers and our outcomes from our Gatsby indicators and work experience opportunities.</p> <p>We provide vocational education and opportunities for work experience in Year 11 and post 16 with local employers or arrange opportunities within our Academy.</p>
<ul style="list-style-type: none"> • How well does your SEND provisions map illustrate the range and level of support for individual pupils or groups with similar needs and the resources used? 	<p>Provision maps provide information for individuals using assessments to ensure the plans meet the desired outcomes for pupils in their EHC Plans.</p> <p>Provision maps detail student requirements and are used to plan for need or interventions as required.</p>

<ul style="list-style-type: none"> • What on-going support and development is in place for staff supporting children and young people with SEN? 	<p>Mentoring and coaching from experienced staff and external consultants / specialist teachers.</p> <p>All our staff have an annual appraisal to identify their development needs.</p> <p>Our Trust has a strong commitment to continued staff professional development and monitor the school plan on a termly basis.</p> <p>The Quality Assurance Process highlights areas of need that feed into ongoing professional development.</p>
<ul style="list-style-type: none"> • What arrangements are made for reasonable adjustments in the curriculum? 	<p>We plan individual access arrangements to support modifications to Curriculum, specialist access arrangements for VI and HI and for pupils with SEMH and other related SEN such as ADHD or Autism.</p> <p>The school is flexible and will consider all reasonable requests from parents and staff but arrangements cannot be put in place if detrimental to the Special Education Needs of other pupils, or there is a lack of space.</p> <p>Adjustments to the curriculum are made in line with the EHCP recommendations and from assessments made within school.</p>

Interventions	What Riverside Meadows Academy provides:
<ul style="list-style-type: none"> Classroom based support and intervention can take place in one to one, small group or whole class settings. 	<p>Classroom based support is made available from experienced staff.</p> <p>Interventions within literacy and numeracy are planned in conjunction with need as assessed in standardised tests.</p>
<ul style="list-style-type: none"> Subject based intervention is usually provided by subject specialist staff. 	<p>Literacy, numeracy and interventions are available through timetabled lessons and learning activities to promote independent learning and curriculum access.</p> <p>Interventions are focused on students where the need is considered to be the highest.</p>
<ul style="list-style-type: none"> Access arrangements that are appropriate and meet the needs of the individual student. 	<p>There are laptops and for a few pupils, iPads, available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. Other IT devices may be given as a trial.</p> <p>The school would consult experienced specialist SEND teachers for VI to support any admission for an SEMH pupil with visual difficulties. This provision would need to be listed in the EHC Plan and arrangements for advice and support for staff provided.</p> <p>Access arrangements in exams are applied for, where there is a need for reasonable adjustments in exams.</p>

Staff Training	Annual CPD plan and review:
<ul style="list-style-type: none"> • Staff training programme available 	<p>All medication is checked regularly for expiry dates, and parents/ guardians contacted to replace if necessary. All medication is kept under lock and key. For the safety of all the community, students are not allowed to carry medicines in school. Medications are all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted. Instructions for administration are kept with the medication or within the Health Care Plan.</p> <p>Some rescue medications are required to be kept refrigerated and we have fridges to support any such request in the medical room.</p> <p>Parent/carers must provide written authorisation for medication to be given in school.</p>
<ul style="list-style-type: none"> • Specialist nurses and agencies are able to provide advice and strategies for 	<p><u>Competency training from NHS online for:</u> Asthma Epilepsy Administration of medicines</p>
<ul style="list-style-type: none"> • Teaching students with SEND and medical conditions 	<p>Other medical training to support a child in education provided with the addition of a medical protocol signed by the parent, Head Teacher and nurse/ doctor.</p> <p>All Health and care plans will be signed off by the Head of School as an Academy Authorisation as required by DFE document 'Supporting pupils with medical conditions'.</p>
<ul style="list-style-type: none"> • Updates are made available via staff briefings 	<p>Weekly staff newsletters and daily briefings for staff teams.</p>
<ul style="list-style-type: none"> • Newsletters or face to face meetings. 	<p>Individual teachers are responsible for making lessons accessible to their pupils.</p> <p>Progress is reported using agreed criteria, as well as progress in individual social, emotional or behavioural targets within a Behaviour Support Plan.</p>

<ul style="list-style-type: none"> External training is available to support the staff 	<p>The school will purchase additional training if required beyond the staff team or consult Educational Psychology service or CAMH Service or Complex Case Service Peterborough.</p> <p>External training is regularly used to supplement internal training and CPD. This is linked to the appraisal process.</p>
<ul style="list-style-type: none"> Within the staff team, staff have a range of specialist skills. These include expertise in ASD, VI, HI, Spld, Speech and Language, (some to advanced qualifications). 	<p>Yes – the staff team has access to expertise within the trust to support these wider special needs if a placement is appropriate for this SEMH special school and needs can be accommodated within the provision available.</p> <p>Regular CPD is used to share expertise across the staff team.</p>

Reviewing and Evaluating Outcomes	What Riverside Meadows Academy provides:
<ul style="list-style-type: none"> • What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans? 	<p>All EHC Plans are reviewed on an annual basis. Reviews are carried out in line with statutory guidance for reviews in the Code of practice and advice from the respective Local Authority.</p> <p>Every Local Authority has a website with a Local Offer to provide wider information about EHCP and guidance for pupils, parents and guardians.</p>
<ul style="list-style-type: none"> • What arrangements are in place for children with other SEN support needs? 	<p>We are an SEMH school so all our pupils have SEN needs that over time may change in their complexity and severity. Many pupils have comorbidity with other SEN and may require a specialised programme of study.</p> <p>The school can access advice from external agencies including health, social care, CAMH and the voluntary sector.</p> <p>Parents and guardians should know we try to share documentation in advance and will contact to ask how we can make the meeting accessible for you.</p> <p>Pupils when possible are prepared in advance of any meeting by staff and are always encouraged to participate in meeting if possible so their voice can be heard and not assumed.</p>

<ul style="list-style-type: none"> • How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability? 	<p>Progress with SEN support is monitored in line with school assessment procedures and advice from SEN Code of Practice.</p> <p>School Internal tracking systems are used to highlight progress of individuals as well as identified groups. This progress is tracked both in behaviour and academic progress.</p> <p>We share detailed learning journeys with parents and involve parents and carers in setting learning meaningful targets that prepare pupils for adulthood.</p> <p>The effectiveness of our provision is measured in the progress that individuals and groups of pupils make over time not the short - term. We can show parents the longitudinal data overtime on record.</p>
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Keeping Children Safe	What Riverside Meadows Academy provides:
<ul style="list-style-type: none"> • How and when will risk assessments be done? • Who will carry out risk assessments? 	<p>Risk assessments are completed in discussion with parents and both sign. We will review behaviour incidents as compassionately as possible to support pupils to learn how to regulate their behaviours.</p> <p>The risk assessments are written by tutors and are reviewed regularly to make sure they are up to date.</p>
<ul style="list-style-type: none"> • What handover arrangements are made at the start and end of the school day, start of year? 	<p>Taster visits happen before the admission of pupils. Every opportunity will be taken to make pupils aware of safety arrangements and school expectations for respect to others and to the protection of the premises.</p> <p>The school holds an INSET planning day for staff to support the development of new school year environments, rotas and pupil expectations for the new timetable in July.</p> <p>Many students arrive by taxi to school in the morning and are directly handed over to a member of staff. This process happens at the end of the day when staff directly hand them over to their taxi drivers. In a small number of cases students are dropped off and picked up by parent/carers.</p> <p>Local Authority follows up transport requirements and will talk directly to resolve issues with parents and guardians should they arise.</p> <p>A small number of local students walk to school as by arrangements with parent/carers.</p>
<ul style="list-style-type: none"> • Do you have parking areas for pick up and drop offs? 	<p>Yes. We ensure safety of student arrival and departures with staff supervision from the classroom to the vehicle on arrival and departure.</p> <p>The school will work with the trust to develop an annual Travel Plan.</p>

<ul style="list-style-type: none"> • What support is offered during breaks and lunch times? 	<p>Supervision rota of staff and risk assessments that includes and safety plans for individual Pupils. There are termly extra - curricular activities planned in consultation with the interests of pupils and to promote healthy life styles.</p> <p>Pupils are supervised throughout break times.</p>
<ul style="list-style-type: none"> • How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school visits) 	<p>We use 'EVOLVE' which is an online tool to process all risk assessments for education school visits off site. All education visits are approved by the Head of School and planned carefully to ensure health and safety and safeguarding requirements are met.</p> <p>A high staff to student ratio is planned for school visits and the organiser will visit the site prior to the trip.</p> <p>Individual risk assessments will be taken into account when planning a school visit.</p>
<ul style="list-style-type: none"> • Where can parents find details of policies on anti- bullying, safeguarding and child protection, risk assessments for school visits, school policy on safeguarding and health and safety 	<p>The School Website provides details of policies and procedures including safeguarding and Health & Safety and 'Keeping children safe in Education' updates.</p> <p>We provides training for staff to recognise signs and symptoms of abuse including: Child sexual exploitation (CSE) County lines Female genital mutilation (FGM). Domestic violence PREVENT duty</p> <p>The school has an Anti- bullying Policy and there is an Anti – bullying week in November following guidance from the Anti – Bullying Alliance.</p> <p>The school has a Health and safety Policy and procedures, Policy for Mobile Phones, images and photographs and e- safety and acceptable ICT use Policy.</p>

Health (including Emotional Health and Wellbeing)	What Riverside Meadows Academy provides:
<ul style="list-style-type: none"> • How do you manage safe keeping and administration of medication? 	<p>All staff complete online training in the Administration of medicines annually and medication is routinely administered within school and recorded using guidance from 'Supporting children with medical needs – a good practice guide' DFE and Department of health. We have fridges and first aid grab bags and the required first aid equipment for our minibuses. We have a list of First aiders displayed and in a leaflet for all visitors.</p>
<ul style="list-style-type: none"> • How do you work with the family to draw up a care plan and ensure that all relevant staff is aware of the plan? 	<p>Care plans are developed in discussion with parents with the support of health professionals as required and in discussion with parents or guardians.</p> <p>Care is taken by NHS to link to any medical protocol and the Cambridgeshire health action plan to the care plans.</p> <p>We ensure that other professionals who work with the child have access to care plans to ensure continuity of support between providers working with the individual pupil. We recognise the importance of this coordination.</p> <p>Provision mapping provides a guide to all student needs.</p>
<ul style="list-style-type: none"> • What would the school do in the case of a medical emergency? 	<p>Staff will follow any medical protocol and call either 111 service for advice or 999 as required to get assistance. They will not wait for any permission to do so from a school senior manager to ensure the pupils, staff or visitor receives support as quickly as possible.</p> <p>All staff are trained in basic first aid.</p>

<ul style="list-style-type: none"> • How do you ensure that staff are trained/qualified to deal with a child's particular needs? 	<p>Staff Annual training plan links to a review of staff competency as recommended by DFE guidance 'Supporting pupils at school with medical conditions' as updated.</p> <p>The HSE guidance for medical conditions will be used to advise parents or to sign post to 111 service or to public health about Coronavirus (Covid-19 or variants)</p>
<ul style="list-style-type: none"> • Which health or therapy services can children access on school premises? 	<p>Access provided to medical services as detailed in EHC Plan.</p> <p>External providers access the school site to provide specialist services.</p>
<ul style="list-style-type: none"> • A Health Care Plan is drawn up In conjunction between the parents, child and medical professional. 	<p>Care Plans are held in pupil files and accessible to staff who work with pupils. They are reviewed by health professionals with input from staff and parents.</p> <p>The Head of School agrees all care plans and signs them.</p>

Communication with Parents/ working together	What Riverside Meadows Academy provides:
<ul style="list-style-type: none"> • How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person? 	<p>Details on the school information section of website and please ask our school office.</p>
<ul style="list-style-type: none"> • How do parents communicate with key staff? 	<p>We ask you how you prefer to communicate with the Academy e.g. phone call or can arrange to meet you online. We try to be flexible.</p> <p>Tutors contact parents regularly to ensure fluid home-school communication.</p>
<ul style="list-style-type: none"> • How do you keep parents updated with their child/ young person’s progress? 	<p>We see progress for pupils as a journey. We use communication to suit you and that may include: home to school diary, parents meetings or meetings online and assessments information.</p> <p>Tutors contact parents via their preferred method on a regular basis. Reports are sent home at the end of each term. All parents are invited to a parent event at least once a year.</p>

<ul style="list-style-type: none"> • Do you offer Open Days? 	<p>Yes - by arrangement</p>
<ul style="list-style-type: none"> • How can parents give feedback to the school? 	<p>Parents and carers can complete our questionnaires or by give us feedback.</p> <p>We appreciate compliments and feedback and we will give that to you too.</p> <p>Parents are encouraged to feedback to tutors regularly.</p>
<ul style="list-style-type: none"> • What opportunities are there for parents to get involved in the life of the school or become involved in Governance? 	<p>Parents are encouraged to become involved in the school, please speak to Head of School to help. We appreciate any time you can give us. Volunteers who work in school must have DBS clearance to work with children and adults.</p> <p>Our half termly newsletters and website provide details of news and events. Our website will also keep you up to date. We regularly invite parents into school to participate in school-based events.</p>
<ul style="list-style-type: none"> • How does the Local Governing Body involve other agencies in meeting the needs of pupil if they have concerns about their child/ young person? 	<p>Yes - advice from the Local Authority.</p> <p>There is a linked member of the AAG for SEND, safeguarding and health and safety who reports back to the AAG meeting for the trust. Reports emphasise the impact this has produced and that of key agencies. This ensures there is a regular, comprehensive review of provision with the Head of school and with the trust.</p>

<ul style="list-style-type: none"> • What opportunities do you offer for children to have their say? e.g. school council 	<p>The school has a thriving school council with pupil representation from all age groups and active involvement in day to day decision making allowing pupils to give views about the school and when applicable staff recruitment.</p>
<ul style="list-style-type: none"> • What opportunities are there for parents to have their say about their child's education? 	<p>All parental views are taken into account and listened to by staff.</p> <p>Parents are contacted regularly to discuss their views and these are fed back to the school staff team.</p>
<ul style="list-style-type: none"> • The school has an active Buddy system running across the year groups, enabling older students to support and mentor younger more vulnerable students 	<p>Yes - to support individual pupils by arrangement with Head of school or staff.</p>

<ul style="list-style-type: none"> • Students are asked to complete a questionnaire about school, their learning and Well-being, on a regular basis. 	<p>Yes - we ask for pupil views and give feedback. Pupil voice is collected regularly to support the development of school services.</p> <p>Our School Council regularly asks questions and collates feedback with the support of staff advocates or Head of School.</p>
<ul style="list-style-type: none"> • Parents are encouraged to complete feedback and questionnaires after visits to school, parent's evenings and our website. 	<p>Yes – we ask about our communication and views about the school and encourage Parent view.</p> <p>The constitution of the Academy Advisory Group requires parents to be represented on this governance body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home.</p>

<p>What help and support is available for the family?</p>	<p>What Riverside Meadows Academy provides:</p>
<ul style="list-style-type: none"> Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this? 	<p>Tutors are the first point of contact for all parents. Other specialist staff may become involved where required.</p> <p>Our school website clearly signposts where support can be found to help you too.</p>
<ul style="list-style-type: none"> What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this? 	<p>We ensure that impartial careers advice and guidance is delivered to students from transitions team from the Local Authority.</p> <p>A wide range of external agencies and colleges are invited into school to assist in this delivery in the 'Moving on Days and booklet' and this is an annual event.</p> <p>Adults at risk receive one-to-one advice and guidance as required by statute.</p>

Transitions	What Riverside Meadows Academy provides:
<ul style="list-style-type: none"> • New placements 	<p>All parents are offered support in completing our school admission forms so we can have key information about the pupil to provide the best possible provision.</p>
<ul style="list-style-type: none"> • Placement 	<p>If the Pupil admission is confirmed for Riverside Meadows Academy we will ask for an admission form and talk to parents so we can learn about significant milestones in the pupil's life.</p> <p>Within the first 4 – 6 weeks we will hold an initial meeting which will and review the EHC plan to check provision is being delivered and parents are happy with the placement.</p>
<ul style="list-style-type: none"> • Key stage 3 	<p>Pupils who transfer to SEMH special school at Key stage 3 often have experienced a high level of frustration with a previous placement because it has not met their needs or the transfer to secondary school was deemed to be too problematic due to size and scope of a large secondary school.</p> <p>We fully understand parents and guardians are often anxious themselves and encourage a visit prior to a placement decision. But once a decision is made we encourage pupils to make taster visits in July prior to a September start date to reduce anxiety in the school summer holidays.</p>
<ul style="list-style-type: none"> • Key stage 4 	<p>Young people who transfer to special school at Key Stage 4 often move from other local authorities or have decided with their parents that special school can offer a wider curriculum to support their social, emotional and mental health.</p> <p>We offer opportunities for pupils with a pending placement decision to visit the school with and we listen to their views and hopes about a new placement.</p>

<ul style="list-style-type: none"> • Post 16 	<p>We only have 10 funded placements for Post 16 pupils and for wider inclusion these are suitable for those pupils who are not yet ready to access a specialist placement at college.</p> <p>Most pupils who request a placement often just need one year more year to prepare for college entry.</p>
<ul style="list-style-type: none"> • Follow up beyond school 	<p>We follow up the destinations of our pupils' overtime. It is useful if former pupils can keep in touch with us to motivate existing pupils and to help us to evaluate our school specialist school offer.</p>

Learning and Finance Education	What Riverside Meadows Academy provides:
<ul style="list-style-type: none"> We have links with PFEG to provide personal finance education. 	<p>Money week and maths days support our children with personal finance and curriculum opportunities to develop functional Maths skills.</p> <p>PSHE includes specific teaching in regard to personal finances.</p>
<ul style="list-style-type: none"> The school has a dedicated careers library which holds information on colleges as well as information about employment and training opportunities including apprenticeships. 	<p>Yes - we have access to careers information.</p> <p>Careers education programme in Key stage 4 and post 16 and access to arrangements for individual students to access the next stage of transition.</p> <p>The Academy intends to develop wider vocational offer as a priority.</p>
<ul style="list-style-type: none"> All students in year 11 and Post 16 are given the opportunity for work experience 	<p>Yes - All students receive vocational education and receive a work experience opportunity either with local employers or on the school site in Year 11 or Post 16 with staff support.</p> <p>While all students are invited to attend external experiences, for some students an internal placement is more appropriate.</p>

Extra - Curricular Activities	What Riverside Meadows Academy provides:
<ul style="list-style-type: none"> Do you offer school holiday and/or before and after school club provision? 	<p>Yes - Breakfast club on arrival.</p> <p>School holiday clubs are arranged during the summer holidays.</p>
<ul style="list-style-type: none"> How do you make sure clubs, activities and residential trips are inclusive? 	<p>Yes as far as possible. We plan reasonable adjustments and monitor their efficacy across the key stages.</p> <p>Extra-curricular activities are available to all students.</p>
<ul style="list-style-type: none"> How do you help children and young people to make friends? 	<p>Yes – we support this with our school ethos and PSHE programme. We realise the importance of supporting pupils with SEMH who are often isolated in their communities.</p> <p>This is a friendly school to attend, that’s the view of pupils and the School Council.</p>

Updated; 16th January 2023
Dr. Hazel Gering