

Student Support Policy

Introduction

All students at Riverside School are special and all students have unique educational needs. Each student attends Riverside to further his or her education and will access a broad, balanced and differentiated education, which encompasses the provision outlined in the Riverside Curriculum.

The programmes of study and schemes of work within the school take account of a wide range of student abilities, aptitudes and interests. However, there are some students who have particular educational needs, which necessitate additional provision. It is the school's aim to enable each student, including those who have particular educational needs and require additional provision, to progress and be appropriately challenged.

Objectives

The purpose in giving attention to educational needs is to provide a system, which enables the needs of all students to be addressed and to recognise the continuum of need and range of provision required.

The School's objectives are

- to ensure equality of opportunity for all students, upholding the principles of the UK Equality Act 2010 by providing an inclusive environment free from discrimination based on protected characteristics
- to identify the needs, through liaison with professionals and parents or guardians, screening, assessment and observation
- to put in place appropriate support based on a student's individual needs
- to disseminate targets and strategies and to monitor and record progress through regularly reviewed referrals and Individual Education Plans
- to coordinate these procedures through effective communication between teaching staff, SMT, professionals and parents or guardians

Defining Student Support Needs

- A student with a learning difficulty is one who has a significantly greater difficulty in learning than the majority of students of the same age.
- A student may have a disability, which prevents or hinders access to educational facilities of a kind provided for students of the same age.
- A student is not regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she is taught.
- A student may be working at a level that is exceptionally beyond that expected of the majority of students of the same age.

The Range of Needs at Riverside School

Within the teaching resources available, the school aims to support the following groups of students who have been identified as having particular educational needs.

- Students with general learning difficulties.
- Students with specific learning difficulties.
- Students with specific physical or medical conditions.
- Students with mild behavioural or emotional difficulties.
- Students who require an advanced programme of study.

Identifying and Assessing Needs

1. At the Time of Enrolment

Parents are given the opportunity to express any concerns regarding their child's previous education and learning. Parents must disclose any diagnosed learning difficulties and/or particular needs and are asked to provide relevant documentation *e.g. previous school records, IEPs, external evaluations or assessments, medical records, doctor's reports.*

2. At the Time of Referral

Teachers use the online Student Support Referral Form to highlight students with potential academic, social, and/or emotional needs. After completing the referral process, in consultation with Student Support staff and school leadership, a decision will be made whether the student's needs qualify as requiring additional support beyond normal classroom strategies and differentiation. If the student does not require additional support, the student's electronic file will be archived as having been through the referral process for future reference. If the student does require additional support, the student will be moved onto the SEND register.

3. During Time on the SEND Register

Student support needs related to academic performance, social, and/or emotional wellbeing are identified through regular teacher, Student Support and school leadership observations, review of formative assessment, as well as standardised assessment data, including PASS, CAT4 and GL progress assessments. Staff will use this information when planning and differentiating for each student and will monitor the student's progress.

Special Educational Needs – Stages of Identification and Action

The outline below gives the stages for identifying, working with, monitoring and reviewing students with special educational needs.

Stage 1: Referral Process

Stage 1 involves the initial identification of a student's special education needs. The trigger for Stage 1 is the concern that a student is struggling to meet the expected learning and/or behaviour outcomes. Stage 1 is characterised by gathering information and evidence and increased differentiation within the student's class work.

At this stage the:

- teachers complete the online Student Support Referral Form.
- teacher and Student Support staff review evidence, including past reports, CAT4 and GL progress tests, and any other relevant assessment data
- teacher puts specific strategies in place to address the student's particular needs within the classroom and monitors with guidance of Student Support staff
- teacher ensures the parents are aware of the concerns
- teacher and Student Support staff regularly review progress
- Student Support staff and/or teacher consult with SMT to discuss next steps

If it is clear that a student is not making expected progress after going through the referral process, the Student Support staff in consultation with SMT and in collaboration with the classroom teacher will move on to Stage 2. Expected progress can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and his/her peers
- widens the attainment gap

Stage 2- Placement on SEND Register

Stage 2 involves placing a student on the SEND register on an appropriate Tier and creating a support plan with the goal of closing the attainment gap between the student and his/her peers. The trigger for Stage 2 is that concerns remain despite the increased differentiation within the student's class work.

At this stage the:

1. Student Support staff consults the SMT to discuss the student's placement on the SEND register
2. All documentation and evidence is reviewed to determine appropriate Tier placement
3. Student Support staff (and teacher, when relevant) meets the parents to discuss concerns
4. Student Support staff add the student to the SEND register
5. Student Support plan is drafted for students placed on Tier 1
6. Student Support staff and teacher write an Individual Education Plan (IEP) for students placed on Tier 2 and above
7. Student Support plan or IEP is linked to the SEND register and communicated to all relevant teachers
8. Student Support staff and classroom teacher(s) provide additional support as outlined in the Student Support plan or IEP
9. Class teacher(s) continues to put specific strategies in place and monitors student progress
10. Student Support staff and teacher(s) review progress and identify next steps according to the targets and timeframe identified in the IEP

Stage 3 - External Assessment/Specialist Recommendation

Stage 3 may involve specialists from outside the school and/or a Modified Programme of Study. The trigger for Stage 3 is that concerns remain despite the increased differentiation within the student's class work and the additional support provided by the Student Support team. Stage 3 is characterised by the involvement of outside specialists and a modified programme of study. In order to make an informed decision about this, the Student Support staff will gather a variety of information. This may include reviewing the student's school and Student Support files, obtaining the views of those who work with the student, seeking information from home, carrying out observations, obtaining the student's view and looking at standardised assessments, including CAT4 and GL progress tests. The Student Support team will liaise with SMT and parents before making any decisions about the use of outside specialists or the implementation of a modified programme.

Student Support Tiers

In Stage 2, after completing the referral process, or upon entry to Riverside with a previous IEP, students will be placed on an appropriate Tier according to the level of support needed in order to access the curriculum at the level of their peers.

Tier 1

Students on Tier 1 require further observation beyond the initial referral stage, but do not yet qualify, or need, a formal IEP. In cooperation with the classroom teacher(s), there will be differentiation strategies introduced to be used to support the student within the normal classroom setting. The Student Support staff will create a student support plan with the classroom teacher to ensure use of further strategies. These strategies will be implemented by the classroom teacher(s) under the guidance of the Student Support staff. Students will be continually monitored by the Student Support staff and classroom teacher(s).

Tier 2

Students on Tier 2 require a formal Individual Education Plan (IEP) which is developed by the Student Support staff with the input of the classroom teacher(s). Students on Tier 2 demonstrate needs which require specialised intervention through teacher differentiation, strategies and specific targets. This support will be planned and provided by the Student Support staff, in conjunction with the teaching staff, as outlined by the stated IEP goals, objectives, targets, and strategies.

Tier 3

Students on Tier 3 require an IEP which is developed by the Student Support staff with the input of the classroom teacher(s). Students on Tier 3 demonstrate needs which require specialised intervention through “Push-in” classroom support, or “Pull-out” one-to-one/small group direct intervention outside of the classroom setting. Pull-out support is timetabled and provided based on the needs of the student. This support is planned and provided by the Student Support staff, in conjunction with teaching staff, as stated by the IEP goals, objectives, targets and strategies.

Tier 4

Students on Tier 4 require an IEP which is developed by the Student Support staff with the input of the classroom teacher(s). Students on Tier 4 demonstrate needs which require full time one-to-one support throughout a partial/whole school day or who require a modified curriculum of instruction. As these needs vary, both Riverside and the student’s family must agree on organisation and funding for such provisions, so that the sustainability of such support can be determined as feasible. The agreed upon support should be documented on the Riverside Authorization Form, whereby the various details of support are understood; such as provision, funding, hiring, and the managing of any additional staff, resources or specific modifications to the curriculum.

Individual Education Plan (IEP)

Every student, identified as having special educational needs will have an IEP, depending on the Tier on which they are placed. All staff are given access to the IEPs. They are asked to familiarise themselves with the contents, provide differentiated material and mark written work sympathetically with due regard to specific targets.

For students on Tiers 2, 3, and 4, IEPs will be written each term by Student Support teachers and assistants in collaboration with class, subject and tutor teachers. At the beginning of each term, targets will be set and at the conclusion of each term progress will be reviewed and next steps identified.

Parental contribution to the IEP is valued. IEPs will be sent home at the beginning of each term and opportunities for discussion offered at Parent Teacher Conferences. Teachers and parents may also meet as individual issues arise throughout the year.

For students on Tier 1, a student support plan will be written within the first half term of the school year or within the first half term of the student being added to Tier 1 on the register. These plans are developed by Student Support staff in collaboration with class, subject and tutor teachers. These plans will be regularly reviewed by the classroom teacher(s) and Student Support Staff to ensure student progress and next steps.

An important part of the review process of IEPs is a regular assessment of the appropriateness of the student’s Tier placement. Students may be moved to a higher or lower Tier or exited from the SEND register through this review process.

IEPs of students who are longer required to be on the register or who have left Riverside School will be digitally stored in the Student Support Archive Folder for a duration of 5 years.

Students with Mild Emotional, Behavioural Difficulties (EBD)

The term EBD is a broad term used to group a range of more specific difficulties such as behaviour which interferes with a child's own learning or the learning of their peers. Riverside upholds the principles of enhancing self esteem, positive and constructive rules of conduct and fair and consistent discipline.

Procedures for supporting EBD students are specific to the needs of the individual student and the information the school has received from specialists. They may include as follows:

- Students displaying EBD are presented to the Student Support team and SMT for further discussion.
- Class teachers/Tutor tutors and the Student Support Coordinators distribute and collate behaviour checklists and behaviour monitoring forms.
- A pastoral support programme set up by the Senior Management Team.

Gifted and Talented Students

Riverside School holds that all students have particular gifts and talents and that some students excel in particular curricular areas. As part of its mission to treat each student as an individual, the school has a Gifted and Talented programme designed for the diversity of talents within the student body. The aim is to extend the knowledge and skills of students through real-life experiences, interaction with specialists, higher level thinking skills and chosen student challenges. This is supported by the following aims:

- The raising of aspirations for all students.
- High expectations of achievement for all students.
- Greater enterprise, self-reliance and independence for all students.

Extending Gifted and Talented Students in the Primary School

In order to achieve these aims, the school ensures that all students have opportunities to develop specific skills or talents beyond the normal curriculum. Differentiation for all students is given in the classroom as a regular part of teacher planning and preparation. It is also more formally done through fluid setting of Mathematics groups and holding Morning Maths sessions. In addition, extension for Gifted and Talented students in the Primary School happens in two distinct ways:

1. Records of Extended Provision

Students who have been identified as having above average intelligence or ability in Mathematics and/or Literacy are given Records of Extended Provision. They are also added to the SEND Register. RoEPs require classroom teachers to set termly achievement goals that aim to extend the student's learning beyond curricular expectations or help students fill in gaps in areas of need, perhaps in personal organisation, self-assessment, goal setting or behaviour. They are reviewed termly. They are monitored at the beginning and end of each term by the Student Support Coordinators.

Students are eligible to be nominated if they meet most of the following criteria:

- Be at least one year above anticipated level in **multiple academic areas** as measured by the Learning Ladders *or* be significantly (*multiple years*) above anticipated level in **one particular academic area** as indicated by the Learning Ladders.
- Have a stanine score of 9 on the GL Mathematics and/or English Assessment.
- Have high class rankings and scores on the CAT 4 Assessment.
- Be recognised by their classroom teacher as being talented in a specific area, a creative thinker or a student who takes logic to a level beyond the majority of their classmates.

When nominating a student a meeting will be called with the classroom teacher and the Student Support Coordinators to discuss the student and their talents/needs. The classroom teacher will provide samples of student work and assessment data to illustrate the student's high ability and need for special extension. The

Student Support Coordinators will inform the Challenge Zone teacher as well as the curriculum and assessment coordinators of any new students who are given Records of Extension Provision.

2. The Challenge Zone

All students have a diversity of gifts and talents, students who are on RoEPs, as well as those who are not, to take part in pull-out extension units. The Challenge Zone aims to extend students beyond the more traditional definitions of “giftedness”. Some students may struggle with some aspects of learning and find others particularly easy; other students are gifted in a broad range of areas. Some students needing EAL or Student Support may be ready for extension in other areas of learning. Students such as these will be invited to participate in Challenge Zone activities. However, as groups are created for Challenge Zone projects, students with RoEPs may be given priority unless the project extends an area in which they do not excel. All students with RoEPs will be invited to participate in at least two Challenge Zone projects per year.

Students who are identified as gifted or talented will be grouped with students who show similar gifts. Modules will include work with higher level thinking skills. Units may also include learning opportunities outside of school hours and away from school grounds. Most units will last from three to four weeks.

Prior to all starting units, parents will receive an outline of the module objectives and information about guest speakers or trips. Parents will sign permission slips for each unit. After each unit ends, students will have an opportunity to assess their own learning and share their new skills and knowledge with parents, classmates or others in the greater community.

Students who take part in The Challenge Zone are identified through discussion between the Challenge Zone teacher and classroom teachers. This may include:

- GL test scores
- PiRA/NGRT test scores
- CAT4 test scores
- Learning Ladder assessments
- Class assessments
- Teacher observations
- Work scrutiny

This information is collated by the Challenge Zone teacher. The Challenge Zone teacher will keep the Student Support Coordinators and the curriculum and assessment coordinators informed about the units that are taking place, the students who are participating and the timings of pull outs.

Extending Gifted and Talented Students in the High School

In the Junior High the teaching process is adjusted according to the learning needs of the students so that all students have the opportunity to reach the levels of attainment of which they are capable. Subject teachers address the needs of high achieving students to ensure that they are sufficiently extended.

Individual departments are expected to provide appropriate activities and projects for gifted and talented students within the classroom. Some of the ways in which departments address the needs of gifted and talented students are as follows:

- Focusing on quality teaching - where teachers have high expectations and tailor their lessons to address the needs of all students
- Offering personalised learning opportunities
- Encouraging independence and self-assessment
- Offering extension in depth (*through complexity*) and enrichment in breadth (*broader range of content, tasks and resources*)
- Accelerating the pace of learning
- Providing opportunities for students to take risks

- Providing assessment which gives focused feedback
- Developing higher-order learning skills such as analysis, synthesis and evaluation
- Providing opportunities to develop critical and creative thinking that generates ideas in talk, in their own writing and in response to texts.

In addition, students are given opportunities through the external and internal, subject specific events and competitions which:

- Provide the stimulation of real, open-ended challenges
- Develop creative problem solving approaches and techniques
- Foster cooperative learning and teamwork
- Promote knowledge and appreciation of self and others
- Encourage experimentation and risk taking
- Expand and reward creative and divergent thinking
- Stimulate a spirit of inquiry and a love of learning
- Develop enterprise
- Celebrate excellence

In the Senior High, curricula opportunities are present to afford students a variety of higher level courses. For example for the 14-16 year age range a comprehensive (I)GCSE curriculum is offered in 15 different subjects. The IB Diploma and Certificate programme is offered to 16-18 year olds in 28 different disciplines. All students also follow the North American High School Diploma programme concurrently with some sitting the PSAT, SAT and individual subject SAT examinations.

The Riverside Student Support (SEND) Registers

The SEND Register provides staff with brief details of all students identified as having particular educational needs. The information is located in the IEP files as well as on the server. Class, subject and tutor teachers receive relevant and up to date information on students on the registers at the beginning of each year. The Student Support Coordinators and SMT are responsible for disseminating additional information throughout the academic year.

Storing Student Support Documentation

All Student Support documentation is stored electronically on the school's secure Google drive. All physical copies of Student Support documentation are stored in a locked file cabinet at each school site. Access to Student Support records and related information, including electronic and physical copies as well as archived documentation, is strictly limited to the relevant staff members as outlined in the Student Support Documentation GDPR risk assessment.

Sharing information and documents beyond pertinent school and teaching personnel, related to specific students, must have permission and approval for sharing by the student's legal guardians.

The Role and Responsibility of Teaching Staff

Making the curriculum accessible to a student with special educational needs is the responsibility of all teaching staff. Careful attention should be given to the sequencing of the material or skill to be learnt, the pace of the presentation, the appropriateness of materials and expectations of achievement.

Differentiating teaching instruction, materials, assessment and homework, is essential to students in order to maximise learning, ensure progress, and maintain motivation and a positive self image. Modifications should be made in order to facilitate learning needs, such as: communication, organisation, and academic curriculum, where needed.

Support is allocated in accordance with student need and within the efficient and effective use of resources of staff. Students and teaching staff are consulted on the matter of timetabling and every attempt is made

not to withdraw a student from core subjects or from an area in which they excel or particularly enjoy. Only in exceptional circumstances will students experience anything other than a full curriculum.

The Role and Responsibilities of the Student Support Coordinators

The Student Support Coordinators coordinate the Student Support provision in each division of the school. The coordinator will work closely with the management and Student Support team in each of the schools. The roles and responsibilities of the Student Support Coordinators are outlined below:

- Offer strategic advice concerning the direction and development of Student Support provision at Riverside.
- Promote social and emotional development, positive behaviour and preparation for the next stage of education and adulthood.
- Liaise with previous schools and parents to ensure a smooth transition for those students with particular needs prior to their arrival at Riverside.
- Ensure a smooth transition for those students with particular needs when transitioning from one Riverside site to another.
- Maintain the Student Support registers and update in light of any new information.
- Oversee the writing and review of Individual Education Plans.
- Oversee the referral process.
- Oversee the writing and review of Records of Extension in the Primary School.
- Oversee the provision and support of students with Student Support.
- Liaise with the SMT, Student Support team and teaching staff over student needs and monitor the quality of provision.
- Be familiar with internal and external assessment procedures and put in place special arrangements for students with Student Support.
- Work collaboratively with staff, parents, students and advisory and specialist agencies.
- Review the Student Support policy and department procedures regularly.
- Liaise with SMT and the Student Support team to ensure consistency in practice.
- Make use of assessment data, including CAT4 and GL progress tests.
- Recommend specialist help when necessary.
- Share student information and advise staff on appropriate teaching strategies to support students.
- Oversee the preparation of special needs students for further training opportunities post school.

Students exited from the English as an Additional Language Programme

If a student is exited from EAL due to special educational needs an IEP will be written that has targets better matched to Student Support than EAL. Prior to exiting, a meeting should occur between the EAL teacher, parents and Student Support teacher or assistant.

A copy of the policy will be made available to teaching staff as well as parents upon request. To assist with the development of Student Support teaching at Riverside School, comments from members of the school community are welcome. These comments should be directed to the Student Support Coordinators.

Review Dates / Process:

Date of Review: February 2026

Date of Next Review: February 2027