SEND Local Offer 2026-27

Local Offer for students with Special Educational Needs

Our Local Offer will help you to understand how we support students with Special Educational Needs (SEND) and disabilities at Rivers Academy West London.

We consult with students and their families on our local offer by meeting with parents regularly as a result of concerns raised through internal and external professionals, parents or teachers. These meetings focus on the assessment, planning, review and amendment of an individual student's provision.

Part 1: The kinds of special educational needs for which provision is made at the school.

As a mainstream school, Rivers Academy is proud of the work it does to support the learning of students with a broad range of Special Educational Needs. Rivers Academy is an inclusive setting that welcomes all students regardless of their abilities. We cater for students with needs such as:
·

- Learning difficulties that stem from cognition and learning issues
- Communication and interaction difficulties
- Autistic Spectrum Disorder
- Specific learning difficulties such as Dyslexia
- Physical difficulties and medical needs
- Sensory difficulties
- Social, emotional and mental health difficulties

However, our expertise in this area is general rather than specific and we do not have a funded specialist SEN provision or unit on site for complex SEND.

Part 2: The school's policies for the identification and assessment of pupils with special educational needs

· Rivers Academy is committed to early identification of students with special educational needs. The Learning Development Department works closely with the curriculum, pastoral and inclusion teams to ensure that students who may have special educational needs are identified and assessed so their learning needs are more fully understood.

· A range of evidence is collected by the Learning Development team in order to review whether or not there may or may not be SEND need. This may be done through an analysis of each subject's assessment data, which is captured at six points across the academic year in what is known as the RAWL reporting cycle. We also review reading and spelling age data throughout the academic year. If a student's data suggests that they are not making expected progress the Special Educational Needs Coordinator (SENCo) and Learning Development team will work with a range of teachers to decide if additional and/or different provision is necessary.

· If a parent is concerned about a child's progress this should be raised with the SENCo and / or the Inclusion Manager. At Rivers Academy there is a fortnightly meeting attended by the SENCo, the Inclusion Manager, a member of the extended leadership team and a member of pastoral support. Teachers and other members of staff can refer students to this team if they have concerns about their learning, behaviour or well-being and if there is a need for extra help and support will be discussed and a support plan put in place.

· The academy also works closely with its feeder primary schools to ensure that any information about student's special educational needs is known in advance of their arrival in Year 7. Where possible the SENCO will visit students with a 'Statement' of Special Educational Needs or an Education Health and Care Plan in their primary school to explore the support they will need when they transfer to the academy.

· If a student needs additional/different provision to support their learning we will consider all possible options of intervention before a referral is made for a statutory assessment. We will make referrals for statutory assessments in consultation with parents and/or carers.

Part 3: Information about the school's policies for provision for pupils with special educational needs whether or not pupils have EHC Plans.

(a) How the school evaluates the effectiveness of its provision for such pupils;

· Rivers Academy is committed to continually improving and developing our provision for students with special educational needs whether or not pupils have EHC Plans.

· The department regularly evaluates its effectiveness through an annual review led by the senior leadership team at the academy. The review feeds closely into the department's self-evaluation form and annual development plan, which ensures that the department continues to build on the effectiveness of its provision.

· The Learning Development Department also closely tracks attainment data of students on the Special Educational Needs register to ensure that additional to/different from provision is impactful across the curriculum. Furthermore, regular observations are undertaken of students to ensure that they are making progress and that the provision provided is impactful. Observations are also undertaken by the SENCo to ensure that any in class support by a learning support assistant is helping students to make progress in their lessons.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Students' progress is regularly monitored through analysis of each subject's assessment data. Any interventions run by the Learning Development Department in which students are involved are closely tracked and monitored to ensure their effectiveness.

· If students are not making expected progress, the Learning Development team will explore how to better support the student. Students will be observed in lessons and the SENCo/Learning Development Team will work with teachers to ensure that the learning is appropriate and effectively supports the student's needs.

· The SENCo may carry out additional testing if concerns are raised regarding student progress. The SENCo may also refer students to specialist teachers or educational psychologists for more in-depth testing.

(c) The school's approach to teaching pupils with special educational needs;

· River's Academy is committed to providing all students with special educational needs effective

and engaging teaching. The SENCo/Learning Development Team works closely with departments and teaching staff to ensure that students' special educational needs are taken into account when planning lessons and educational pathways.

· As much as possible students and young people will have full access to the National Curriculum, though at times small group teaching, one-to-one sessions or an alternative provision might be provided depending on capacity and if this better suits the learning needs of the individual.

· Where students have access to the full National Curriculum this will be differentiated by their subject teachers to take account of each child's particular needs and will be modified to suit each child's academic and personal development.

Assessment for Learning methods are used to support planning for different levels of attainment. The SENCo and Learning development team work closely with staff and provide training sessions through the academic year to ensure that differentiation in lessons is engaging and impactful.

· Where students need additional support, they may be placed in small groups for some of their lessons. These small groups may be supported by either the class teachers or Teaching Assistants as appropriate. At times, personalised interventions are put in place for students who are not making progress.

· Any decision about providing an alternative curriculum will be taken after a full consideration of the individual student learning needs, data and teacher knowledge of the student's progress to date.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

· The Learning Development Department at Rivers Academy can sometimes offer small group provision for core subjects. This provision offers access to a differentiated curriculum for students with special educational needs based on developing an understanding of the subtleties of language, conversational skills, self- esteem, confidence and other social skills.

· At the time of transfer from primary to secondary education all new entry students undertake reading and spelling tests which are used to help the Academy identify students who would benefit from our small group Combined Studies programme in Key Stage 3. Key Stage 2 SATs results, Key Stage 2 assessments and information from primary schools are also taken into account when making decisions regarding provision for students.

· Students with significant difficulties are identified by the Inclusion Team and then closely monitored and if they have on-going social, emotional and behavioural difficulties these students can be referred to the Inclusion Team through the fortnightly inclusion meeting to seek support from external agencies if required.

· Reasonable adjustments will be made for students to accommodate specific needs which are a barrier to their learning or access to the learning environment.

· The Learning Development team work with academic teams across the academy to ensure all staff are knowledgeable and equipped to appropriately differentiate curriculum materials to cater for the needs of individual students.

(e) Admission arrangements for students with disabilities

During the transition process from KS2 to KS3 and any other admissions, Rivers Academy ensures to liaise with prior schools, the local authority and any other relevant bodies involved with a child. Those with disabilities are then provided with additional transition support if necessary, such as a gradual introduction to the school, a keyworker to support them in their first few days to

settle and other suitable means. If specialist arrangements are necessary such as wheelchair access, the SEND team works closely with our operations and site team to make their experience accessible and friendly.

(f) How Rivers Academy prevents discrimination

At Rivers Academy, we facilitate a strong ethos amongst staff and students to prevent any discrimination against students with SEN and/or students with disabilities being treated less favourably than other students. Rivers Academy encourages this by; training staff to ensure they understand SEN needs and how to adapt their lessons so students find learning accessible in line with their peers, making reasonable adjustments to lessons and other experiences around the academy, teaching all students about acceptance, kindness and respect via our PSHE curriculum, addressing any misconceptions and/or incidences of discrimination by staff or students as per the staff and behaviour policies, ensuring opportunities are offered to all students and if necessary adjustments made so that those with disabilities can also partake.

(g) The facilities provided in order to help pupils with disabilities access the school

At Rivers Academy we are committed to providing an accessible environment. On site, we have the following facilities available to support this; wheelchair access such as elevators and ramps, disabled toilets, medical and toilet passes, early dismissal passes that allow students to leave lessons slightly early in order to experience a calmer and accessible environment, and a quiet zone at break times.

Special educational needs;

· At Rivers Academy students with special educational needs and disabilities are provided with help and support according to their level of need.

· All students on the Special Educational Needs register have a Learning Plan which provides teachers with information on the best ways to teach and support each student. The information sheets are written in partnership with students and set learning targets for each child.

· The Learning Development Department has a range of resources which it uses to support students with special educational needs. Resources are allocated to students in relation to their specific needs.

· Where necessary students may be provided with learning support assistants in some of their lessons to help them access the curriculum.

· Some students are identified as having needs that require help and support from a more specialised professional such as a speech and language therapist and/or occupational therapist. The nature of this additional need is circulated to teaching staff and the SENCo will coordinate the provision of specialist support.

· Students with a ‘Statement’ of Special Educational Needs or an Education Health and Care Plan have more complex identified needs. Information regarding these needs is summarised and circulated to teaching staff and the SENCo will coordinate appropriate levels of specialised support at the Academy and/or arrange for the provision of specialist external agency support.

(a) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

· Rivers Academy provides students with opportunities to attend a breakfast and/or lunch club in a friendly and nurturing environment.

· At Rivers Academy we make every effort to include all students in school trips and educational visits. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included. We will also help prepare all students for any changes in their school day, such as school trips, awards ceremonies and different activities in the school day.

· The Learning Development Department also provides students with break-time quiet space in which they can complete homework or use it as a study space if needed.

(b) Support that is available for improving the emotional and social development of pupils with special educational needs;

· At Rivers Academy we provide support for students in Year 7 and Year 8 through social skills groups run by the Inclusion Team for students who find the transition from primary to secondary school difficult.

· Social skills groups are also provided by the Inclusion Team for students at Key Stage 4 who experience social, emotional or behavioural difficulties.

· Sometimes a student requires support to access the curriculum or to manage his or her behaviour, emotions or to work on their social skills. In this case qualified Learning Support Assistants may support your child to be a successful member of the Academy community.

Specific arrangements for supporting your child will be explained to you by a member of the Learning Development Team or the Inclusion Team.

Part 4:

The name and contact details of the SEN co-ordinator.

The following member of staff leads on special educational needs provision in Rivers Academy:

Miss S Llewellyn

SENCO sen@rivers-

aspirations.org ***Part 5:***

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

· Students with special educational needs at Rivers Academy have a SEND Student Information Sheet which is distributed to all teaching staff.

· All staff are made aware of the strengths and needs of the student and are advised on specific teaching strategies for Quality First teaching.

· All teachers at Rivers Academy are teachers of students with special educational needs or disabilities. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for students to access their learning and make good progress.

· Differentiation of work for students is built into subject based schemes of work and the Learning Development Team and the Inclusion Team work with subject areas and individual teachers to provide help, advice and support for students with special educational needs and disabilities.

· Teaching and support staff regularly receive training which is aimed at maximising participation, access and achievement of students with special educational needs.

· If students are not making progress or concern is raised about their learning needs th

Academy will work closely with the local authority to undertake further assessments or provide students with additional specialist provision, when appropriate.

Part 6:

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

· Rivers Academy is provided with government funding to meet the needs of all students with SEND. This is worked out using information from the student's prior attainment and the socio economic make-up of the Academy cohort.

· Rivers Academy allocates support according to need. Additional interventions are funded to support student progress. If your child has a statement of special educational needs we will ensure the provision specified in Part 3 is provided.

· At Rivers Academy we make every reasonable adjustment possible for our students. We have lifts that allow full access to teaching areas and we have accessible toilets throughout the Academy.

Part 7:

The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

· Rivers Academy has an open door policy and you can ask for an appointment to speak with your child's Academic Mentor, Faculty Principal, class teachers, the SENCo or the Inclusion Manager at a mutually convenient time.

· Your first point of contact if you want to discuss something about your child is your child's Academic Mentor. Your child's Faculty Assistant Principal and/or Co-ordinator is also an important point of contact and information.

· At Rivers Academy we provide parents with written reports throughout the school year and we hold one progress evening per academic year, per year group (two per year for year 11 and 13) in order to meet with parents and discuss progress and attainment.

· You can also contact the SENCo or the Inclusion Manager who will discuss any concerns with you and / or arrange a meeting at a mutually convenient time.

· You can also contact any member of the Academy Leadership Team who will be happy to help you with any problems or concerns.

Part 8:

The arrangements for consulting young people with special educational needs about, and involving them in their education.

At Rivers Academy student views are listened to and taken into account in a number of different ways:

· All students on the Special Educational Needs register have a Learning Plan which provides teachers with information on the best ways to teach and support each student. The information sheets are written in partnership with students and set learning targets for each child.

· Through our Academic Mentoring programme students are provided with the opportunity to discuss their views with their Academic Mentor.

· All students are also provided with the opportunity to take part in an on- line survey called 'My Voice'. The My Voice Survey is undertaken once each year and is designed to provide students with the opportunity to voice their views and opinions about how they feel about school, what areas they like and what areas they feel could be improved.

Part 9:

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If you have a concern or complaint about the provision made regarding your child's special educational needs you should contact your child's academic mentor in the first instance, then the SENCO, Assistant Principal, Vice Principal or Principal, contact details can be found on this website.

Part 10:

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

· Rivers Academy also has a robust pastoral system consisting of four schools, each run by a school co-ordinator who oversees both the academic and pastoral well-being of students. The pastoral team develops close links with students and parents in order to support the overall well being of students.

· There is also a Pastoral Support Team at the Academy that supports students with more complex social and emotional barriers to learning and a Home School Liaison Officer at Rivers Academy who supports students and parents with attendance difficulties and concerns and who works closely with the Education Welfare Officer from the local authority to resolve attendance difficulties.

· Rivers Academy also has links with other professionals in the local area such as the Child and Adolescent Mental Health Service (CAMHS) to help support students with a range of difficulties. Rivers Academy can also access specialised help and support for students through the Hounslow Family Help Service.

· The SENCo and the Inclusion Team may make referrals to access additional services and expertise. Parents who have concerns regarding more specialised services for their child should contact the SENCo or the Inclusion Team for help and advice.

Part 11:

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

As well as contacting the academy's SENCo and Learning Development Team for advice about special educational needs, the following impartial services can also offer support:

· Children's Education Advisory Service (CEAS): https://www.gov.uk/childrens-education-advisory service
· Early Support Programme: http://tinyurl.com/ESprogramme Family Information Services: http://www.daycaretrust.org.uk/nafis
· National Parent Partnership Network – guidance on impartial information, advice and support: http://tinyurl.com/IASS-guidance
· Patient Advice and Liaison Service (PALS): http://tinyurl.com/PALservice

Part 12:

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living:

· At Rivers Academy the Transition Co-ordinator and the SENCo liaise with Year 6 teaching staff, support staff and SENCos from feeder schools.

· Extra transition support is arranged as necessary and in addition to our Creative Transition days for identified groups of vulnerable students. These can be arranged for individual students or small groups of students and are highly personalised according to need.

· There are also regular visits between groups of Year 5 and Year 6 students throughout the year which provides primary students with opportunities to meet teaching staff and become familiar with the Academy site and with secondary school expectations.

· For transfer between Key Stage 3 and Key Stage 4 the school works closely with students and parents to ensure that students are on the appropriate pathways. The School Coordinators and SENCo can be contacted if your child needs additional support in this process.

· Transfer to Sixth Form studies is coordinated by the Head of Sixth Form and students are encouraged to carry on to further education in our popular and successful sixth form provision.

· If your child moves on to a Further Education college the SENCo, Connexions or a careers advisor will be involved to help and support a move to a different education setting.

· The SENCo can also offer help and advice if your child has a statement of special educational needs regarding moving on to further studies.

Part 13:

Information on where the local authority's local offer is published.

Hounslow Borough's Local offer can be found on the local authority's website: www.hounslow.gov.uk/send-local-offer