



River Bank Primary Special Educational Needs Information Report

September 2025

Key members of staff:

Mr David Sansom	Headteacher
Mrs Hannah Leech	Deputy Headteacher
Mr Adam Haywood	Deputy Headteacher
Mrs Jane Vale	Assistant Headteacher/Special Educational Needs and Disabilities Co-ordinator
Mrs Maria Turner	Assistant Special Educational Needs and Disabilities Co-ordinator
Ms Becki Greenacre	Designated Safeguarding Lead
Ms Laura Scott	Mental Health Lead
Miss Sophie Amos	Assistant Headteacher
Miss Lois Anderson	Assistant Headteacher
Emma Barton	Assistant Headteacher
Mrs Arfeen Akhtar	Special Educational Needs and Disabilities Governor

How does the school know if children need extra help?

Information can be obtained from:

- parents, informally or formally
- previous settings
- other professionals in education, health or social care, in person or from reports
- teacher assessments that take place termly

The information is used to:

- inform parents/carers of progress and any concerns
- share relevant information with teaching staff
- consider if the child has a special educational need or disability (SEND)
- plan a way forward which might include small group interventions or individual support in school together with support from the family at home
- arrange a date to review progress

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

At River Bank Primary we are committed to identifying and supporting pupils with special educational needs and disabilities (SEND) as early as possible. In line with the SEND Code of Practice (2015), we recognise four broad areas of need. These help us to plan and deliver appropriate support for each child;

Communication and Interaction

Pupils with needs in this area may have difficulty communicating with others. This includes children with speech, language and communication needs (SLCN), and those with Autism Spectrum Disorder (ASD). We provide targeted speech and

language interventions, visual supports, structured routines, and social communication groups.

Cognition and Learning

These pupils may learn at a slower pace than their peers, even with appropriate differentiation. This includes children with moderate learning difficulties (MLD), Severe learning difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and specific learning difficulties (SpLD) such as dyslexia, dyspraxia or dyscalculia, and more complex needs. We use personalised learning plans, small group support, and adapted resources to help children access the curriculum.

Social, Emotional and Mental Health (SEMH)

Children may show difficulties with emotional regulation, anxiety, or behaviour. This can include attention deficit hyperactivity disorder (ADHD) or attachment difficulties. We offer a nurturing environment, access to pastoral support, and work closely with families and external professionals to support emotional wellbeing.

Sensory and/or Physical Needs

Some pupils may have a disability that prevents or hinders them from making use of the educational facilities provided. This includes visual impairment (VI), hearing impairment (HI), Multi-sensory Impairment or physical disabilities (PD). We ensure our school environment is accessible and provide specialist equipment and support where needed.

We are committed to inclusive admissions and ensure that children with SEND or disabilities are not discriminated against in any part of the admissions process.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

At River Bank Primary School, all staff follow the SEND identification procedures as outlined by the SENCO. We are committed to early and accurate identification of pupils who may require additional support.

Upon entry to school, every child's needs are assessed to establish a baseline. Throughout their time in EYFS and Key Stage 1, we carry out a range of assessments, including Renfrew Action Picture Test (RAPT), SPLINGO Receptive Language Assessment and CLEAR Phonology Assessment for speech, language, and communication. These help us monitor progress and identify any emerging needs.

If a pupil is not making expected progress despite receiving high-quality, adaptive teaching, we implement targeted support to address specific learning gaps. Where concerns persist, and progress remains limited, we work closely with parents and carers to explore the underlying causes. This may involve using specialised assessment tools to gain a deeper understanding of the child's learning profile.

We define inadequate progress as progress that:

- Is significantly slower than that of peers starting from the same baseline;
- Does not match or exceed the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Results in a widening of the attainment gap.

This graduated approach ensures that every child receives the right support at the right time.

The following assessment and screening tools are regularly used at River Bank Primary School as part of our SEND identification process;

- Early Language Support for Every Child programme (ELSEC)
- Star reading assessment and Accelerated Reader (AR)
- Sandwell Early Numeracy Test
- The Boxall Profile
- Progress in Reading Assessment (PIRA)
- Progress in Understanding Maths Assessment (PUMA)
- ELSA

Following a detailed assessment, the outcomes will be shared with parents/carers and, where appropriate, with the pupil. We will work collaboratively to identify the additional resources and alternative approaches needed to support the pupil's progress effectively.

These agreed strategies and interventions will be documented in a SEND Learning Plan and will be reviewed on a termly basis, adjusted as necessary and discussed with parents. Parents will also be provided with a physical copy of their child's learning plan. At this stage, the pupil will be formally identified as having a special educational need, and we will begin providing special educational provision that is additional to and different from what is typically available in the classroom. At this point the pupil will be added to the SEN register with parental consent.

All teaching and support staff involved with the pupil will be informed of the support strategies and teaching approaches to ensure consistency and effectiveness across the school day.

In some cases, pupils may be identified as having SEND due to concerns related to their social, emotional wellbeing or behavioural development. These areas are equally important and are considered as part of our holistic approach to SEND.

If a pupil is able to maintain expected progress without the need for additional or different provision, they will not be identified as having SEND. Any changes to a pupil's SEND status will be communicated clearly to parents/carers.

3. Information about the school's policies for supporting pupils with SEND, whether or not they have an EHC plan.

There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.

Wave 1: Universal Provision – Quality First Teaching

This level of support is available to all pupils and forms the foundation of our inclusive approach. It includes:

- High-quality, differentiated teaching delivered by class teachers
- Regular classroom routines and learning activities designed to meet a wide range of needs
- Inclusive strategies that ensure every child can access the curriculum and make progress

Wave 1 provision is the first step in our graduated response and ensures that all pupils benefit from effective teaching practices before additional support is considered.

Wave 2 - Targeted SEN Support

This level of provision is designed for pupils who are making slower progress than their peers, despite receiving high-quality teaching. Support at this stage may include:

- Small group interventions focused on specific areas of need
- Adapted curriculum activities that differ from those provided to the wider class
- Support from the SENDCO to guide personalised strategies
- Additional adult support within the classroom to facilitate learning and engagement

Wave 2 provision aims to bridge learning gaps and promote progress through tailored support that goes beyond universal classroom strategies.

Wave 3: Specialised Support – Education, Health and Care Plans (EHCPs)

This level of provision is for pupils with more complex and long-term needs that require highly individualised support. In addition to the interventions provided at Wave 2, these pupils receive support as outlined in a legally binding Education, Health and Care Plan (EHCP) issued by the local authority.

Provision at this level may include:

Specialist teaching and interventions tailored to the pupil's specific needs.

Multi-agency involvement, which may include:

- Educational Psychology Service (EP)
- NHS Speech and Language Therapy (SaLT)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)
- Luton Special Educational Needs Support (SENS) Team

Support is coordinated by the SENCO and reviewed regularly in partnership with parents, carers, and external professionals to ensure the provision remains appropriate and effective.

a) How the school evaluates the effectiveness of its provision

The effectiveness of SEND provision is regularly monitored through provision mapping. For pupils identified as requiring SEN Support, we carry out half-termly evaluations of the additional interventions in place.

Progress is reviewed through regular meetings between class teachers and teaching assistants, following the Assess–Plan–Do–Review (ADPR) cycle. These discussions help ensure that strategies remain responsive to the pupil's evolving needs.

For pupils with an Education, Health and Care Plan (EHCP), statutory reviews are conducted in line with local authority guidance. These reviews provide a formal opportunity to assess the impact of the provision and make any necessary adjustments. Ongoing dialogue between the SENDCO and class teachers, guided by the ADPR cycle, ensures that provision remains targeted, effective, and inclusive.

b) The school's arrangements for assessing and reviewing progress of pupils

As a school we track and analyse the children's' progress in learning against age related expectations three times a year.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details.

The head teacher and SENDCO report regularly to the governing body. We have a governor who is responsible for SEND, who meets regularly with the SENDCO and attends briefing sessions. They also report back to the Governing Body.

Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.

Children who have EHCPs discuss their progress and targets when these are reviewed (developmental stage appropriate), as well as at termly progress meetings. If your child has an EHCP, their views will be sought before any review meetings (as is developmental stage appropriate).

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

At River Bank Primary School, we are committed to delivering high-quality, inclusive teaching that meets the needs of all learners. Lessons are carefully planned and adapted to ensure that every child can access the curriculum and make progress.

All learning activities are adapted to an appropriate level, enabling pupils to engage with the content according to their individual needs.

The SENDCO provides guidance and support to staff to help them meet the specific needs of individual pupils.

Where appropriate, we offer small group or one-to-one support within lessons to reinforce learning and build confidence.

Our curriculum places a strong emphasis on the development of speech, language and communication skills, particularly for pupils with SEND. Staff receive regular training on effective vocabulary instruction, including the use of tiered vocabulary strategies, to support language development across all subjects.

We believe that when children are encouraged to transfer their knowledge and skills across the curriculum, their understanding deepens and long-term outcomes improve. This cross-curricular approach helps pupils build confidence, independence, and the foundations for future success.

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

We make reasonable adjustments to the learning environment to ensure that a broad range of provision is accessible to all pupils. Potential barriers to learning are proactively identified, and tailored strategies are put in place to address them.

To support literacy and numeracy development, we use interactive and visual tools such as Colourful Semantics and vocabulary walls, which help reinforce key concepts and enhance understanding. Pupils also benefit from access to a wide range of concrete resources, supporting hands-on learning and the development of core skills.

Our indoor and outdoor learning spaces are equipped with resources that promote physical development, enabling children to learn through movement, exploration, and play.

These environmental adaptations reflect our inclusive approach to education and are designed to meet the diverse needs of all learners across the school.

e) Additional support for learning that is available to pupils with special educational needs.

We run a number of specific interventions that are designed to support the child's well-being and a pupil may be referred to one of these by the class teacher. The level and type of support required for each pupil with SEND to make good levels of progress will vary. The interventions we offer are -

Communication and interaction

- Lego therapy
- Social skills group
- Pre-teaching vocabulary
- Nurture group

- Read Write Inc interventions
- Cookery group
- Sensory Circuits
- Blanks Level Questioning
- Identiplay
- Objects of reference
- Attention Autism
- Bucket time

Cognition and Learning

- Pre teaching
- Colourful Semantics
- Shape coding
- Colourful semantics
- Read Write Inc interventions
- Maths Mastery

Social, Emotional and Mental Health

- ELSA sessions
- Drawing and Talking sessions
- Nurture group
- Sensory Circuits
- Social skills group
- Lego Therapy
- Zones of Regulation

Sensory and/or Physical

- Attention Autism
- Sensory Circuits
- Physiotherapy
- Fine Motor skills group (Squiggle)
- Assemblies
- PSHE lessons

f) How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs.

All clubs, trips, and activities offered at River Bank Primary School are accessible to pupils with special educational needs. When required, the school will allocate available resources to provide additional adult support, ensuring the pupil can safely take part in the activity. This approach mirrors the group support provided to pupils with special educational needs during break and lunchtime periods.

g) Support that is available for improving the emotional and social development of pupils with special educational needs.

For children with social and emotional needs we provide access to an in house Mental Health Lead (Miss Laura Scott), wellbeing check ins and drawing and talking sessions.

With parent/carer permission our Mental Health Lead can also make referrals to CAMHS and CHUMS.

4. The name and contact details of the SEN Co-ordinator

The SENCOs at River Bank Primary School are Mrs Vale and Mrs Turner who are qualified teachers and hold the National Award for SEN Co-ordination.

Contact details for the SENCOs are:

Telephone: 01582 531860

Email: jane.vale@riverbankprimary.org and maria.turner@riverbankprimary.org

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

Training	Staff
NASENCO (National Award for SEN Coordination)	SENCO Assistant SENCO
Elklan Speech and Language Support for 5-11 year olds	SENCO 1 x non-teaching staff
Colourful Semantics	All non-teaching staff
Blanks Questions	All non-teaching staff
Drawing and Talking	Mental Health Lead 1 x non-teaching staff
School's Mental Health Specialist (PGDIP)	Mental Health Lead
ELSA (Emotional Literacy Support Assistant) & regular supervision	Mental Health Lead L5 Behaviour assistant
Senior Mental Health Lead (Anna Freud)	Mental Health Lead
Positive Handling	15 members of staff
Train the Trainer Mental Health First Responders	SENCO Mental Health Lead

We look to ensure that we have a variety of skills among our staff, in order to enable us to support children in the best possible way.

All non-teaching staff participate in training bi-weekly (Lego therapy, mental health support, supporting children with autism) to support their professional development.

Support for staff working with children who have specific needs may involve additional training that the school will outsource, but we also provide in-house training in specific strategies.

If a need is identified beyond our current staff specialisms, we will request the support of outside professionals. Parents will be consulted prior to any referral is made and their consent will be gained. Parents/carers will be invited to meetings with these professionals (CAMHS (child and adolescent mental health service), educational psychologist, paediatricians, speech and language therapists, occupational and physiotherapists, hearing and visual impairment services).

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

To complement the accessibility plan, we take actions to ensure that the school provides for children with sensory difficulties, physical difficulties, learning difficulties as well as 'hidden impairments' such as dyslexia.

We provide:

- Nurture Group for specific year groups
- Access to Mental Health and Wellbeing Support (Emotional Literacy and Support Assistant (ELSA), Drawing and Talking interventions, Sand Play
- IPAD/Tablets with visual accessibility tools; colour filters and magnifying scroll over.
- Coloured overlays
- Writing Slopes
- Digital Reading (Dolphin Easy Reader)
- Stationery and exercise books for children identified as being visually impaired
- Enlarged and modified work sheets
- Scribes and extra time for exams
- Good lighting and seating matched to needs
- SEND provision in EYFS

How accessible is the school environment?

- All areas of the school are accessible by wheelchair. Lifts are provided for access to the upper floor and disabled parking bays are available in the car park.
- Accessible toilet facilities are available throughout the school.
- If you have specific access queries or concerns please speak with us.

7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education.

How do I raise concerns if I need to?

Talk to us – contact your child’s class teacher about your concerns initially.

If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the Special Educational Needs and Disabilities Co-ordinators (SENDCO): Jane Vale or Maria Turner.

Appointments can be arranged in person, by phone (01582 531860) or by email (jane.vale@riverbankprimary.org or maria.turner@riverbankprimary.org).

How will the school support my child?

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area. Our SENDCO co-ordinates and monitors the provision for any child identified as having SEND

There may be a teaching assistant (TA) working with your child either individually or as part of a group. The content and frequency of this support will be explained to parents when support begins, as part of a child’s bespoke programme of learning and is reviewed and updated during termly learning conversations.

The class teacher will meet with you formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss your child’s progress and the support that they are receiving.

Class teachers are always happy to discuss your child’s needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this. An appointment can be made with the SENDCO to discuss support in more detail if required.

Details of your child’s support may be added to a SEND Learning plan or an Individual Education, Health and Care Plan (EHCP). EHCPs will be shared with you and your child (age appropriate).

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

You are welcome to make an appointment to meet with either the class teacher or SENDCO at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.

Your child may be included on a SEND Learning plan or have an EHCP that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child’s learning at home.

When the child's provision is reviewed, comments are made to show what progress the child has made and to inform the next steps.

If your child has an Education Health and Care Plan (EHCP) then a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

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

Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.

All children are provided with the opportunity to hold other positions of responsibility, by their class or teachers.

Children who have EHCPs discuss their progress and targets when these are reviewed (developmental stage appropriate), as well as at termly progress meetings.

If your child has an EHCP, their views will be sought before or during annual review meetings (as is developmental stage appropriate).

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

River Bank Primary School has a formal complaints procedure for any complaint made by parents and carers. This procedure should be followed for any complaint about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher and SENCo as first points of contact. Parents may also wish to talk to the headteacher.

If the complaint has not been resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

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

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.

The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required.

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including:

Health services such as: GPs, school nurse, CAMHS (child and adolescent mental health service), educational psychologist, paediatricians, speech and language therapists, occupational and physiotherapists, hearing and visual impairment services;

Children's services including:

- Early help locality teams, social workers;
- Behaviour service; and
- Specialist advisory teachers.

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 (Parent Partnership Support)

You can discuss your child's specific educational needs by making an appointment to speak to the class teacher or the school's special educational needs and disabilities coordinator.

For further information regarding special educational needs and disabilities provision in Luton you can access the Luton Borough Council 'Local Offer' by visiting:

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?localofferchannel=0>

You can visit Luton Borough Council's Family Services Directory by clicking:

https://m.luton.gov.uk/Page/Show/Health_and_social_care/children_and_family_services/Pages/default.aspx

Luton SENDIAS (Luton Special Educational Needs and Disabilities, Information, Advice and Support service (a free and impartial service to support parents and carers).

<https://sendiasluton.co.uk/> Telephone number: 01582 548156

12. The school's arrangements for supporting children with special educational needs in transferring between phases of education or in preparing for adult-hood and independent living.

We encourage all new children and parents to visit the school prior to starting.

We can create 'social stories' with/for the children if transition is likely to prove challenging.

For children starting in EYFS, the head teacher holds a meeting for parents in addition to planning a series of visits for children throughout the first and second half of the summer term, in order to help children, parents and staff get to know each other.

A transition form is sent to all pre-schools and other schools prior to children transferring to River Bank.

We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.

Where a child has an EHCP, we will support parents by arranging visits to potential high schools as well as holding the EHCP annual review during the Spring and Summer terms and inviting the SENCO and relevant staff to attend.

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

For further information regarding special educational needs and disabilities provision in Luton you can access the Luton Borough Council 'Local Offer' by visiting:

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?localofferchannel=0>

We advise parents and families without access to the internet to make an appointment with the SENCo for support to gain the information they require.

14. Who should I contact if I am considering whether my child should join the school?

Please contact the Office Manager Lucy Brooks for further information about the school and to arrange a meeting with the head teacher David Sansom, in the first instance.

Tel: 01582 531860

Website: www.riverbankprimary.org

This policy will be reviewed by the full governing body annually.

Signature:

A handwritten signature in black ink that reads "R. Mahmood." The signature is written in a cursive style with a large, looped initial 'R'.

Adopted: September 2025

Review Date: Autumn Term 2026