

Rivers ESC SEN OFFER

Rivers ESC provides education for young people at Key Stage 3 and 4 who are out of mainstream education

Our role includes:

- Championing their learning needs whether they are planning to return to mainstream school, special provision or completing their secondary education at KS4, additionally supporting their transition onto post 16 provision
- Ensuring they have the best possible education and every chance to realise their potential
- Offering personalised support plans and interventions to raise attainment and aspirations for the future which includes access arrangement assessments
- Tracking their progress and targeting resources effectively to promote achievement.

Rivers ESC also works with a range of different services e.g. EPs, ASD, Advisory Teachers, Social Care Teams, Virtual Schools for young people in care, CAMHs services and carers, Police and Youth Crime Workers including Gangs in Schools and SASH. Rivers ESC operates across both DSPL3 and DSPL4 with a Primary and Secondary Outreach team who work with children and young people in Centre and in other mainstream schools. We are located on two sites; Key Stage 3 Centre, Churchfields, Hertford, Herts, SG13 8AE and KS4 Centre, Old Essex Road, Hoddesdon, Herts, EN11 0AA

If you would like to find out more about Rivers ESC or you have any questions or concerns, please contact:

Mr Andy Stuart - Head of Rivers ESC – Hertford 01992 534841/Hoddesdon 01992 453950

or any other member of the Senior Leadership Team (SLT)

SLT: Mrs Nicky Traynor - KS4 Deputy Head, Dr Michael McDermott - KS3 Deputy Head,

Linda Hayden – School Business Manger

Email: hertford@riversesc.herts.sch.uk or hoddesdon@riversesc.herts.sch.uk

This document is published by Rivers ESC and fulfils the requirements of the SEND Information Report.

To find out more about Hertfordshire's local offer of services and provisions for children and young people with SEN visit:

www.hertsdirect.org/localoffer

How does Rivers ESC know if young people need extra help and what should I do if I think the child I look after may have special educational needs (SEN)?

In the first instance, if you are concerned about the progress your child is making or you think they may have SEN, you should talk to the designated SENDCo - KS3: Mrs Clare Millhouse and KS4: Mrs Carolyn Bolger or the Senior Leadership Team.

Rivers ESC knows every young person well.

We do this by:

- Fair Access Panel Meetings
- Creating a pupil passport/learning passport for every young person
- On entry, baseline assessments are carried out to establish learning needs
- Collecting and analysing attainment and progress data for every young person in school
- Holding pupil progress meetings every half term
- Talking to young people, parents/carers, past schools and all outside agencies connected to the young person
- Rivers has a flexible approach to every young person's learning needs

How will Rivers ESC staff support the young person?

The staff of the Rivers ESC will inspire and enable pupils to:

- Become confident, independent and successful young people
- Excel in learning
- Engage positively with the community
- Succeed on their individual learning programmes, enabling them to overcome their barriers to learning
- Be ambitious for their futures
- Be successful by working closely with the pupils and their families.

The Outreach Teams will:

- Carry out an assessment of the child/young person's behaviour and/or learning needs
- Work closely with the subject teachers, SENDCo's and any outside agencies at the child or young person's school or other education setting to make sure an appropriate, personalised and coordinated programme is in place
- Provide professional support to the school
- Support reintegration into mainstream school

- Provide support for transition from Primary to Secondary school when appropriate.

KS4 Career Advisers will:

- Give direct support to young people to access further education, employment, training and university
- Arrange work experience suited to their learning needs and future employability as well as accompany young people on visits to college, work experience and further education placements
- Provide the opportunity to gain a City & Guilds qualification in employability and personal development
- Work closely with transition support workers for post 16 provision

How will I know how my child is doing and be involved in discussions and planning for their education?

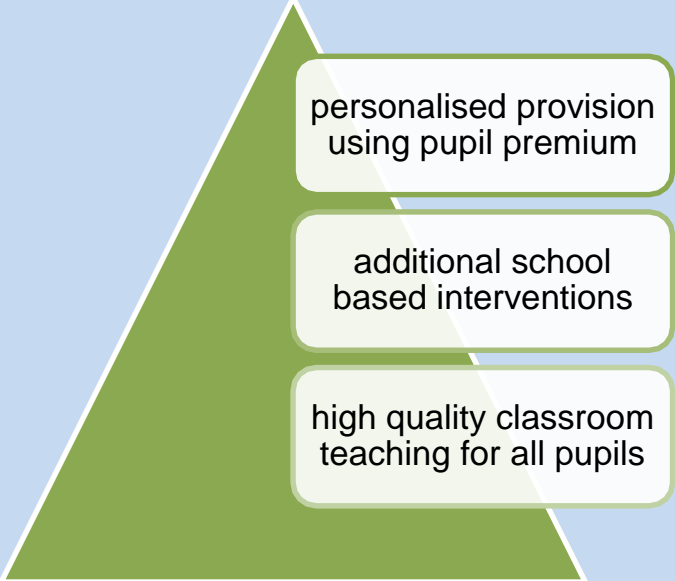
In addition to Pupil Progress Days and normal reporting arrangements there will be other opportunities to discuss the young person's progress when:

- Multi professionals are required / A Families First Assessment is in place
- The EHCP process is in consultation
- Staff or parents deem further discussion is required

How will the educational provision be matched to the needs of my child?

Rivers ESC expects schools and settings to be delivering a graduated response to meet the needs of young people. Additionally, Access Arrangement Assessments can be carried out to identify needs in exam arrangements and normal ways of working in class. The diagram below illustrates the importance of high quality classroom teaching being in place before additional school- based interventions are introduced. Additionally, personalised provision funded through Pupil Premium or The Families First Assessment may then be clearly targeted to support specific needs identified.

To support the needs of every young person, Rivers ESC are flexible in their approach to providing reasonable adjustments to match the needs of every young person where appropriate.



personalised provision
using pupil premium

additional school
based interventions

high quality classroom
teaching for all pupils

What support will there be for my child's wellbeing?

We support the wellbeing of all our young people by:

- listening to the views, wishes and feelings of children and young people in their integration meetings and in lessons.
- KS3 pupils receive mentoring to help them prepare for transition to their next provision
- tracking and monitoring attendance
- daily welfare calls to non-attenders/late attenders
- monitoring young people who are in KS3/KS4 and will be returning to mainstream education as soon as possible
- working collaboratively with colleagues in all relevant agencies
- supporting educational transitions (Outreach teams)
- KS4 offer Solutions, restorative space to support pupils to self-regulate and then return to learning. Both programmes follow a restorative practice/ solution focus approach
- pupil voice heard and actioned through Rivers Ambassador/Student Council Meetings
- having Mental Health and Deputy Mental Health leads at both sites
- delivering Mental Health Awareness Sessions through education
- in house family support workers, providing support to those families requiring additional services
- working with Virtual Schools and Social Workers for those young people in care

What training have Rivers ESC had to support children with SEND?

Staff attend relevant training on SEND

- Staff keep up to date with changes to assessment arrangements for pupils working below age related expectations
- Rivers SEND staff received training on the special educational needs and disability 2015 code of practice: 0 - 25 years
- All Rivers ESC staff are involved in quality SEND training through INSET programmes.
- Training sessions have included; Supporting Young People with Social and Communication Conditions, ADDvance (ADHD and Spectrum needs), Drug Awareness, E-Safety and Emotional Wellbeing, Access Arrangements Annual Training for all Staff and Assessors
- All staff trained in ASD to Tier 1 and Tier 2 standard in line with AET Standards and Hertfordshire Quality Offer
- Rivers SEND Staff have attended training on SEMH (Social, Emotional and Mental Health), behavioural needs training and are committed to attending county updates each term
- Mental Health leads are trained to Level 2 Standard and all staff receive Level 1 training

What specialist services and expertise does Rivers ESC provide?

At Rivers ESC provides its own careers advice and works in collaboration with YCH (Services for young people in Herts), Work Experience Settings and Colleges. Together we provide:

- advice and guidance on the education of all young people
- career advice for next steps
- visits to college open days
- organised taster sessions for the students
- training/work experience
- pupil mentoring
- work experience/qualification for young people – City and Guilds employability and personal development course
- Amazing Apprenticeship team presentation to students
- Apprenticeship advisors from a range of local businesses
- Careers visits to places such as Volker Vessels
- Interview advice from Job Centre Plus

Additional Specialist Services include:

- On-site Family Support Workers
- SENDCo's at both sites
- ASD Tier 3 Trained staff available to both sites
- Dyslexic specialist teachers that cover each site
- Access Arrangement Assessors x 2

How will the Rivers ESC help others to support the education of my child including transfer to a new school or next stage of education?

Rivers ESC Outreach Team can provide a transition programme for identified Year 6/7 children.

The progress of young people who have more than one educational setting e.g. college and Rivers ESC is monitored daily.

Outreach workers support the reintegration of KS3/4 pupils into mainstream schools.

The Careers Teachers, alongside the SENDCo and Family Support Workers, work collaboratively with outside agencies to support the transition from KS4 to Post 16 Placements

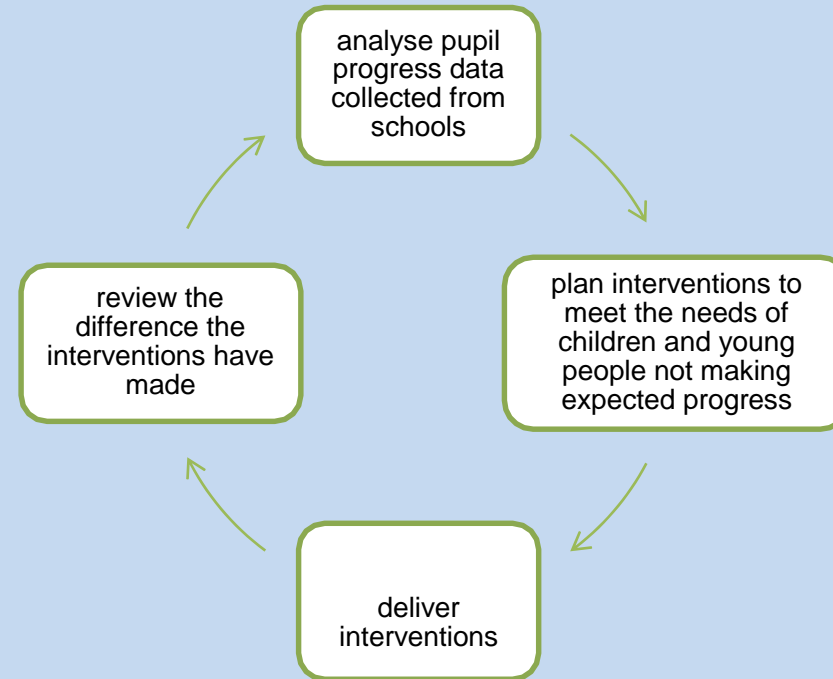
How will Rivers ESC identify who should be invited to take part in activities outside the classroom including school trips?

Rivers ESC is an inclusive educational provision, where all young people are given opportunities wherever possible to experience any additional activities outside of the classroom.

To ensure that all young people and staff are kept safe, the following information is also taken into consideration:

- Safety Support Plans
 - RAMP – Risk Assessment Management Plan of the pupil
 - ATL – Attitude to learning/Progress Tracker of behaviour
- Attendance
 - Social Stories are produced by SENDCo's to reduce anxiety and prepare students for new places/changes if required

Rivers ESC uses an Assess, Plan, Do and Review model (The Graduated Response) to identify young people who may benefit from additional or different provision from within our own resources.



Young people will be invited to take part in these interventions and subject teachers, mentors, parents and carers will be informed.

How accessible are curriculum activities at Rivers ESC?

Subject to RAMP and Attitude to Learning, we aim to ensure that curriculum activities and interventions are accessible to all young people.

Glossary

ATL

- Attitude to learning (this is assessed and recorded at the end of every lesson)

SENDCO

- designated teachers who are responsible for special educational needs provision

RAMP

- Risk Assessment Management Plan (this identifies individuals risk of unsafe behaviour which could potential harm others or themselves)

Personal Education Plan (PEP)

- the personal education plan is a legal part of the Care Plan for children looked after
- it must be written for children and young people from Reception to Year 11 (5-16)
- it is good practice to complete a PEP for a younger child of 3 years if in education and for young people in Post 16 education

Pupil Premium

- pupil premium is additional funding to raise the attainment and close the gap for young people who are financially disadvantaged and may be at an academic disadvantage to their peers. Financially disadvantaged is determined by free school mean status.

Special Education Needs and Disabilities (SEND)

- a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significant greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

This document is updated every 2 years in line with our statutory obligation.

Last Updated: March 2022.