

Maiden Erlegh Trust
**SEND INFORMATION
REPORT**



**MAIDEN ERLEGH
TRUST**

River Academy

Reading Directory | Special Educational Needs & Disabilities - Reading's
Local Offer

Initial approval:	September 2024
Review frequency:	Annually
Date(s) reviewed:	September 2025



Aim High



Be Inclusive



Work Together



Contents

What should you know about our inclusive school?	3
Who are the key people?	5
What needs do we provide for?	5
What support is there for social and emotional development?	6
What levels of support are there?	7
Inclusive Quality First Teaching	8
SEND Support – Targeted Offer	9
Personalised Offer – Education Health & Care Plan	9
How do we monitor progress?	10
How are our SEND pupils involved in wider school life?	10
How do we support moving on and up?	11
What professional development is available to staff to support SEND learners?	12
What specialist expertise and services are available?	12
How do we work collaboratively with students and parents/carers?	13
Compliance	15
Glossary	15
APPENDIX 1- SEND PROFILE	17
APPENDIX 2- SEND PROFILE (THE BRIDGE BASE)	18



What should you know about our inclusive school?

Maiden Erlegh Trust

River Academy is part of the Maiden Erlegh Trust. As an organisation we are aspirational and have ambitious expectations for all our learners.

Our values are **aim high, be inclusive and work together** to ensure all pupils, achieve to their fullest potential, and make successful transitions between phases and into adulthood.

The purpose of the SEND information report is to enable parents, carers, and pupils to understand our schools' approaches to SEND and how pupils with SEND are supported depending on their needs.

School Context

River Academy is a brand-new mainstream 11-18 secondary school, providing a high-quality and aspirational education for central Reading, with a Resource Base for students with Moderate Learning Difficulties. River Academy opened to year 7 only in September 2024, and now has two year groups on roll, Year 7 and Year 8. There are currently 374 students: 359 in the mainstream, and 15 students in The Bridge, our Moderate Learning Difficulty Resource Base. The school is based in Reading Borough Council Local Authority.

The ethos of River Academy is firmly focused on supporting young people to develop the personal attributes needed to be a successful citizen in today's modern world. We strive to support every student to believe in the value of community and respect, to develop the desire to excel, to foster the ability for empathy and always be determined to improve and progress. In order to support every student to exhibit these characteristics, we have high expectations of them – both in terms of their studies and as individuals. We provide students with opportunities to improve, to grow and to discover and we expect them to seize every opportunity presented to them and we look forward to enjoying the support and backing of parents as their reinforcement of our values and high standards play an essential role in our students' development, progress and success.

- There are currently 187 year 7 students and 187 year 8 students on roll at River Academy.
- 15 students with EHCPs are allocated to The Bridge, our Moderate Learning Difficulty Resource base. They all have a primary need of MLD.
- 24.8% of mainstream students are on the SEN register:
 - 4.7 % EHCPs (17 students) in the mainstream
 - 21.2 % K SEN Support (76 students)



SEND Profile

- The highest area of Primary need amongst River Academy mainstream students with an EHCP is Communication & Interaction (70.6% of total EHCP), which includes Autistic Spectrum Condition and Speech, Language & Communication Needs.
- Nationally the most common type of need among pupils with an EHC plan is autistic spectrum disorder (ASD). Nationally, one in three pupils with an EHC plan are identified with a primary need of ASD (33.0%).
- The highest areas of Primary need amongst River Academy students with K SEN Support are ASD (19 students) (28.8% of total K SEN Support) followed by Social, Emotional & Mental Health (17 students) (25.8% of total K SEN Support) and Cognition & Learning (17 students) (25.8% of total K SEN Support).
- Nationally, the primary need identified for one in four pupils is Speech, Language and Communication needs (25.6%). This is followed by Social, Emotional and Mental Health needs (22.3%) and Moderate Learning Difficulty (15.8%).

At River Academy, we seek to be student-centred in our approach to SEND. The curriculum at River Academy is broad, balanced and carefully constructed to underpin a learning environment that is relevant, aspirational and accessible for all our students, including those with SEND. Preparing all our students for excellent outcomes which meet their individual potential sits at the heart of our SEND provision at River. Our inclusive offer is rooted firstly in Quality First Teaching in our classrooms. Our teachers know their students and adapt resources and outcomes for the ability of individual students, guided by the SENCO. Our wider curriculum also provides a wealth of opportunities for all students to be the very best version of themselves: articulate, thoughtful, confident citizens who are ambitious for themselves and keen to contribute to their community.

We are aware that our students with SEND need provision, which is additional or different, in order for them to find success. We follow the 'Assess, Plan, Do, Review' model to monitor progress and ensure support is appropriately targeted and regularly reviewed for impact. Our support staff are deployed to provide the additional and different interventions to small groups, or one-to-one as appropriate. Our SENCO maintains an open dialogue with staff, parents, external professionals and, of course, the students themselves, in order to identify need: to plan support; to implement the bespoke interventions led by our support staff; and to monitor progress.

The Bridge

The Bridge is River Academy's Moderate Learning Difficulty Resource base. Our 7 students are very capably taught and supported by an experienced teacher and



support staff. Using our best endeavours and making reasonable adjustments, we seek to provide appropriate support to meet the needs of our MLD students, guided by the specific provisions stated in Section F of their EHCPs.

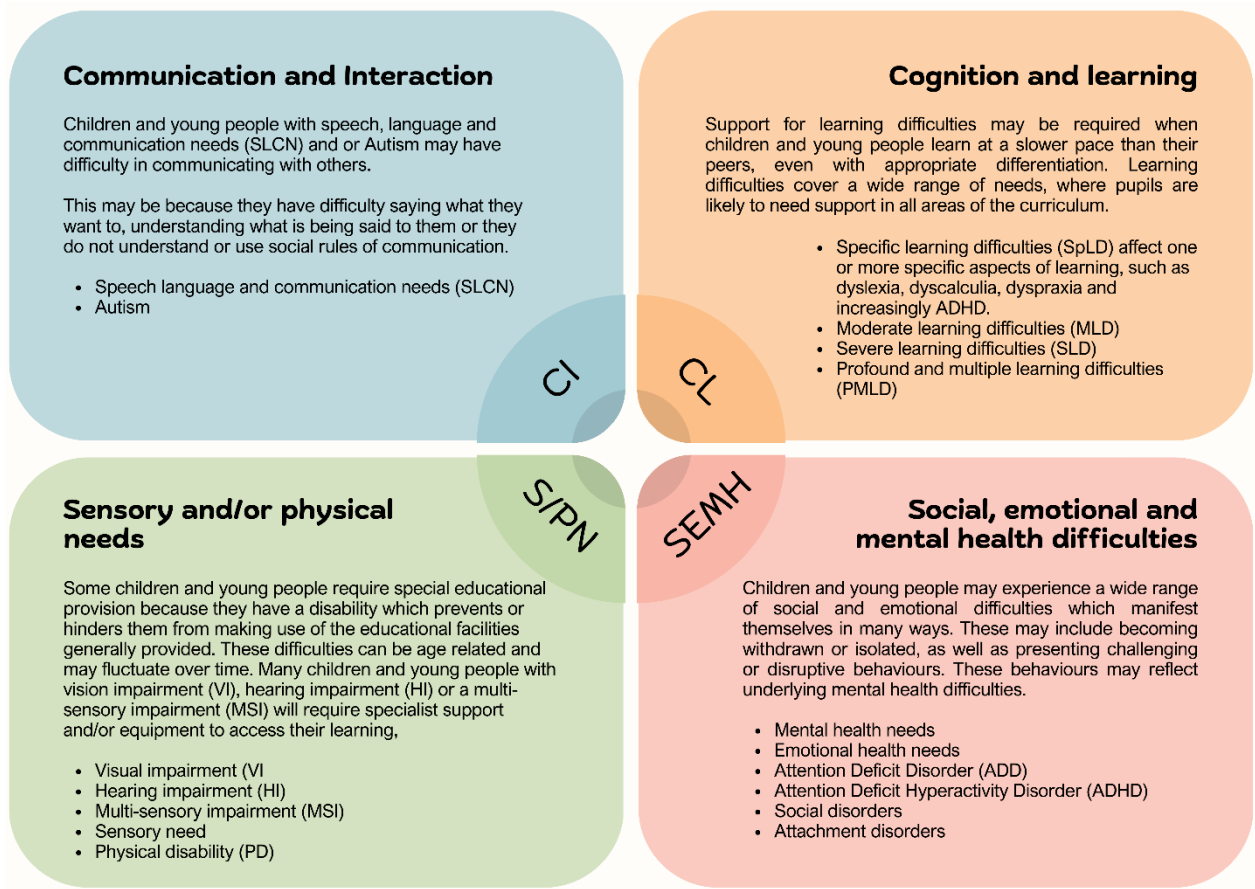
At River Academy, we believe in providing the very best chances of success for every student, every day. Provision in The Bridge aims to build success for our students with Moderate Learning Difficulty by increasing their skill acquisition, confidence and independence in a smaller group setting, in a calm, quiet space. Students will have ease of access to the mainstream school to allow them to enter specific lessons, as appropriate. Careful assessment of baselines and monitoring of progress help ensure that success can be measured, and provision adapted.

Who are the key people?

Role	Name
Headteacher	Mr Andy Hartley
SENCo	Mrs Becky Clarke
SAB link	Ms Anne Kennedy
CLA Designated Teacher	Mrs Becky Clarke
School Improvement Director - SEND	Kelly Nash k.nash@maidenerleghtrust.org
Director of Special Education	Neil Strain n.strain@maidenerleghtrust.org

What needs do we provide for?

At this school, we prioritise a strength-based approach to identifying needs. The Code of Practice (2015) details four broad areas of need which are detailed below and states: 'A pupil has SEN (Special Educational Needs) where their learning difficulty or disability calls for **special educational provision**, namely provision **different from or additional to** that normally available to pupils of the same age.'



Where students are 'looked after' or 'previously looked after' by the local authority we have an additional role as we are all corporate parents.

To ensure that we are responding appropriately we:

- Have a designated teacher for CLA (children looked after)
- Monitor the progress of all our looked after children
- Collaborate on PEP (personalised education plan) with the Local Authority
- Ensure close working with the specialist services who support CLA (e.g.: Social worker, Virtual school, etc.)
- Normalise life experience wherever possible
- Ensure our CLA, especially those with SEND, are fully included in the activities available.

What support is there for social and emotional development?

All staff receive training to deliver high quality pastoral care. The school adopts a whole school approach to ensuring that all learners make excellent academic progress, and their individual needs are catered for.



The school's Pastoral Support staff specialises in child welfare and is the first port of call for staff, learners and their parents who require advice, support and guidance regarding wellbeing.

The main aims of pastoral work are to:

- Care for the well-being of all students
- Promote all aspects of a student's development
- Monitor personal development, behaviour, academic progress and attendance
- Help with personal and learning problems when the need arises
- Provide guidance in making choices, e.g. for GCSE options, careers etc.
- Support the delivery of Personal, Social, Moral, Spiritual and Cultural (PSMSC) program
- Celebrate student achievement and success both in and out of school

We also offer the following Wellbeing Interventions:

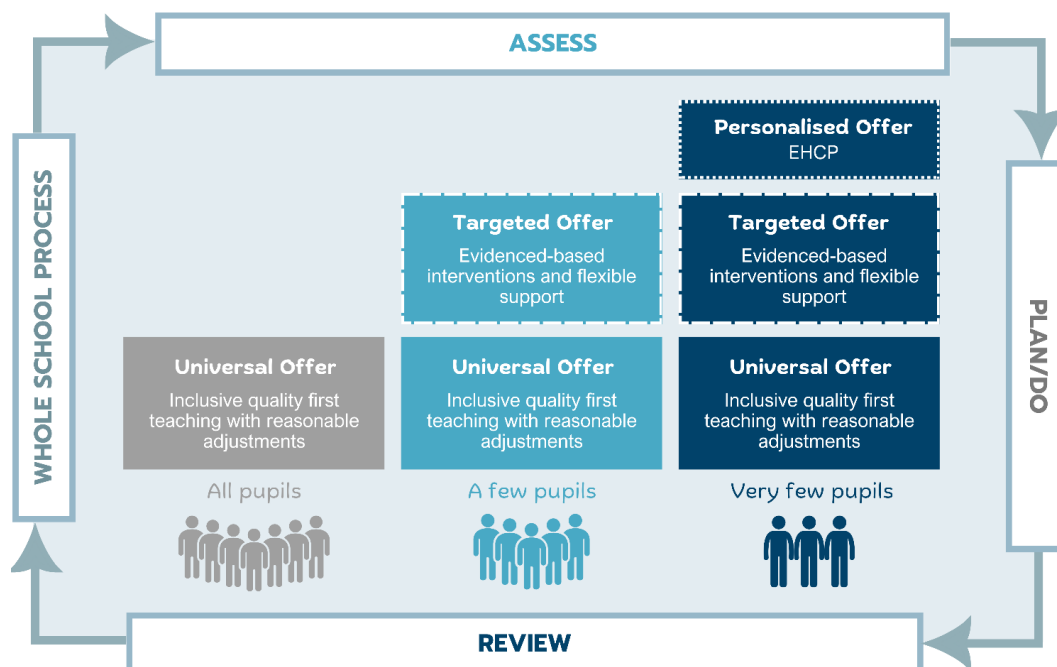
- Emotional Literacy support
- Autism Support
- Individual Student Support
- Sort and Settle

Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the attendance officer and, where necessary, additional support will be implemented to boost attendance.

Our medical officer Sara Stevens school also writes health care plans with parents and shares all relevant information with staff.

If your child finds lunch or break times tricky, they may be given access to a quiet space to support this, depending on need and availability.

What levels of support are there?





Universal Offer

All pupils should have access to a broad and balanced curriculum. Our curriculum is designed and sequenced with SEND pupils in mind and adapted or personalised as necessary. Lessons are planned to reduce barriers to learn so pupils can achieve and progress. There are explicit expectations for teaching across the school to be of the highest quality.

Our overriding principle is that high quality teaching, adapted for individual students, is the first and most effective step in responding to all students, particularly those who have or may have SEND. This could also include whole school interventions.

Inclusive Quality First Teaching

Our inclusive teaching is based on the following strategies:

- Deployment of expert and dedicated teachers
- Targeted use of well-trained Teaching Assistants
- Understanding the starting points and the needs and aspirations of each student
- Strategic use of seating plans and groupings
- High quality, adapted questioning
- Adapted activities and problems/challenges
- A safe and orderly learning environment

Reasonable Adjustments

The school provides resources and reasonable adjustments to support SEND students. Any resources and equipment that a student need will be considered based on recommendations made by specialist services.

Where appropriate we also use:

- Visual support including pictures, writing frames or word banks
- Knowledge organisers
- User friendly timetables
- Personalised reward systems
- ICT support
- Small steps with specific achievable objectives
- Multi-sensory approach to activities
- Advice from outside agencies



SEND Support – Targeted Offer

Support for pupils is needs-led, not diagnosis led. Those who have: SEND needs; a diagnosis of SEND; or are under assessment, may have targeted support in addition to the universal offer, as they need 'additional to' or 'different from' their peers.

Pupils will have their needs identified and may be added to the SEND register so that their teachers and pastoral staff are aware. For some pupils they may have a Classroom Support Plan to inform teachers of their strengths, needs and provide recommendations for support in the classroom. The school may also seek advice and guidance from external agencies.

Personalised Offer – Education Health & Care Plan

For very few pupils, they may require significant additional and personalised support to access their education and make progress. These are pupils who have complex needs and a significantly greater difficulty in learning than most others of the same age.

If the resources required to meet their special educational needs cannot reasonably be provided from the resources normally available to mainstream providers, the school may apply for an Education Health and Care Plan assessment.

If the pupil has an EHCP they will have a summarised plan in place to advise teachers on how to best support the student in the classroom. This will record the strengths, needs and recommendations for staff working with the pupil. It will also record their exam concession information and provide links to additional information for staff. There will be an annual review to review progress.

Arrangements for SEND Students taking Assessment and Examinations

The Joint Council for Qualifications (JCQ) publishes a comprehensive guide regarding Access Arrangements, which outlines their criteria and threshold for qualifying for arrangements. For an Access Arrangement to be awarded, the student must meet the stringent criteria outlined by the JCQ. The secondary School/Centre employs an assessment process in line with JCQ criteria to assess qualification. The Centre's decision is final and external professional reports can only be used as supporting evidence.



The following are some of the Access Arrangements available: Extra Time; Scribes; Readers (Including Computer Readers and Reading Pens); Word Processor; Prompter; Colour Naming; Practical Assistance; Supervised Rest Breaks; Smaller Venue.

How do we monitor progress?

“Where a child is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part (Assess, Plan, Do, Review) cycle” (CoP 2015)

Our approach to SEND provision is focused on aspirational outcomes (appropriate to each individual student) and in line with the SEN Code of Practice.

REVIEW

Continual review of pupil's progress and effectiveness of provision, interventions, support or teaching approaches.

DO

Implement the additional support, alongside quality first teaching, to gain a better understanding of how the pupil learns and thrives.



ASSESS

Using a variety of tools to identify pupils' strengths and needs, including the viewpoint of parents/carers, the student and staff who know the pupil well.

PLAN

Use information gathered to plan the provision, interventions, support or teaching approaches.

How are our SEND pupils involved in wider school life?

Education does not only happen during lessons or during the school day. We strive to provide a range of extra-curricular activities which are open to all students. Subject to risk assessment, we ensure that all our students, but particularly those with SEND are included in the activities available, acknowledging that sometimes this will mean additional arrangements to allow them to take part in activities. For example, sometimes one-to-one support on trips may be provided, depending on the level of need.



Where specific access arrangements need to be made, we involve parents/carers by:

- Discussing support and risk control measures with parents/carers
- Taking advice from the place to be visited in terms of their facilities and accessibility

How do we support moving on and up?

At our school we support pupils to become life-long learners and recognise our responsibility to ensure that students develop the skills they will need for the next part of their education or employment and prepare them for adulthood. All transitions, either into our setting, moving through the school or leaving the school are based on the following key principles:

- Being pupil focussed, particularly well-being
- Sharing key information, including support plans
- Parental engagement
- Working collaboratively with key adults who know the student best including staff from their previous setting/year group
- Offering enhanced transition support where needed, this could include photos of key areas and staff or booklets with information.

Preparing students for the transition to further education, employment, and adulthood

Preparing students for adulthood involves working towards outcomes which will support independence and choice making. The PfA outcomes are employment, independent living, community inclusion and health. We provide opportunities for students to practise developmental and transferable skills which will prepare them for life as members of their community and for success in the world of work.

Some of the ways we do this are:

- Personal Development Program
- Work experience
- College visits
- Careers Advisor Meeting
- Students have access to an online careers' portal
- Students have a careers interview in Year 11
- Guidance can be given from an independent advisor at key transition times, when necessary.
- Support with applications and visits to college



What professional development is available to staff to support SEND learners?

As a Teaching School, we provide a continued programme of professional development to all our staff and have high levels of expertise across the Trust and in the school.

SEND professional development is provided for teachers through regular staff/team meetings, shared information, external speakers, and professional discussion, dependent on current needs on roll. Our SENCo / SEND Manager and Specialist TAs attend training and share this expertise with staff. To see our most recent training please read our one-page profile.

What specialist expertise and services are available?

At River Academy, we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for students, families, and practitioners.

To do this, we:

- Listen to parents and students about services they use and are valued by them
- Invite representatives of agencies working with students to relevant meetings and reviews
- Value the contributions from all parties

The school has access to the following support services:

- CAMHS
- Educational Psychology service
- Virtual school
- RISE (Reading Inclusion Support in Education)
- MHST (CAMHS Mental Health Support Team)
- Therapy teams; Speech and Language (SALT), Occupational therapy (OT) and Physio (PT)
- Sensory Consortium (for Hearing and Visually Impaired Students)
- Local Authorities and their statutory services e.g., Children's Social Care Services and Education Welfare
- Careers Advisor

If you think your child needs support from one of the above services, please inform the SENCo who will assess and make a referral, as necessary.



How do we work collaboratively with students and parents/carers?

Students

All students are encouraged to be actively involved in their learning and support. Students review their progress on an on-going basis as part of the formative feedback-student response cycle in lessons. In addition, they can make individual appointments to review their progress towards targets.

At this School we consult all students through:

- The Student Council
- The annual Student Survey

Where students have SEND, we ensure that they are encouraged and supported to make their views known (e.g.: as part of their Annual Review or at Progress Evenings). Strategies we use may include, written comments, talking to a preferred adult, friend, or mentor, drawing etc.

Any interventions or support strategies will be explained and discussed with students, so they understand their purpose and desired outcomes. Students are encouraged to monitor and judge their own progress towards those outcomes, reflecting what is important to, and for, the student.

Parents/carers

Parents/carers are key partners in their children's education. Evidence shows that children make most progress when their key adults work together.

At this School we provide progress information to all parents through regular reports and annual progress meetings.

All parents:

- They are encouraged to discuss benchmarks and targets with their child to help the student set aspiring and realistic targets.
- You are encouraged to download the My Child at School parent app so they can access the information on their child's progress from the Data Collection Point process easily.
- Can make an appointment to meet with the SENCo, SEND Manager, HOY, or Tutor if necessary.
- Are encouraged to attend parents' evening where they can make appointments online with individual subject teachers.
- Attend information evenings



We work with parents of SEND students by:

- Communicating any concerns with parents/carers proactively (e.g.: through formal or informal meetings, by email, telephone or home-school books).
- Identifying any benchmarks/target outcomes with parents/carers
- Involving parents/carers in planning adjustments, interventions, and support.
- Reviewing progress against benchmarks and outcomes with parents/carers e.g., through Annual Review meetings for students with EHCPs (Education, Health, and Care Plans).
- Being open and transparent about what we can deliver.

If a parent/carer who has a disability, or their first language is not English, in addition to the main communication mechanisms, the school will endeavour to accommodate the needs of parents on an individual basis.

Contact should be made via the school reception (**0118 2160400**) or the school email address: river@maidenerleghtrust.org please state clearly who the communication is for and giving an indication of the nature of the query/concern.

Guidelines for parents/carers contacting the school to discuss their child:

- If the concern is subject specific - contact the subject teacher
- If it is a general pastoral issue - contact the tutor or Head of the Year, as appropriate.
- If it is an attendance issue – contact our Attendance Officer.
- If the query is related to SEND, then please contact the SEND team.
- If the query is related to a Safeguarding Concern – contact the Designated Safeguarding Lead.

Unless an emergency, staff will respond within 3 working days. If the query is complex, staff will send a holding email within 3 working days confirming when the full response will be available (usually within 10 working days).

If you need further support, contact **SENDIASS** ([Home - Reading Information, Advice and Support for SEND \(readingiass.org\)](http://readingiass.org)) for advice and guidance or the local offer website.

Compliments and complaints

The school appreciates positive feedback, as it supports us in reviewing and reflecting on our provision. Any compliments received are extended to the relevant members of staff.

We hope you and your child have a positive journey with us. However, if you wish to complain you should do it while your child is still registered at the school.



In line with the Trust Complaints Policy (which can be found on the website), you should follow these steps in order and move on to the next step if your complaint is not resolved.

1. Talk to the school’s special educational needs co-ordinator (SENCO).
2. Follow the school’s complaints procedure.
3. If your complaint is about an EHC plan you should contact the SEND Service in the issuing Local Authority.

Compliance

This document has been drawn up by the School Improvement Director for SEND, the Headteacher and the SENCo in collaboration with other key staff/governors.

It complies with the statutory requirements laid out in the [SEND Code of Practice \(2015\)](#) ; [The Children and Families Act \(2014\)](#); and the Equality act (2010).

It has also been written with reference to the following guidance and documents:

Statutory Documents	School Documents <i>(all available on River Academy - Key Policies)</i>
Special Educational Needs (Information) Regulations Supporting students at school with medical conditions Keeping Children Safe in Education Teacher Standards	Admissions Arrangements Accessibility Plan Anti-Bullying Policy Behaviour, Attendance and Exclusion Policy Curriculum Statement Equality Policy Funding Agreement Supporting Students with Medical Conditions Safeguarding Policy

Glossary

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AHT	Assistant Head teacher
ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
CLA	Child looked after
CoP	Code of Practice
CSP	Classroom Support Plan
CYP	Children and young people
EAL	English as an Additional Language



EHCP	Education Health and Care Plan
EWO	Education Welfare Officer
GLD	Global learning delay
HI	Hearing impairment
HLTA	Higher Level Teaching Assistant
HOY	Head of Year
IRP	Independent review panel
LA	Local authority
LO	Local offer
SEN	Special education needs
SEND	Special education needs and disabilities
SEND K	Pupils on the SEND register
CLA	Children Looked After
MLD	Moderate Learning Difficulty
NSA	No Specific Assessment (e.g. student who we support but who does not have a diagnosis)
ODD	Oppositional defiance disorder
OH	Occupational Health
OT	Occupational therapist
PDA	Pathological demand avoidance
PPG	Pupil Premium Grant - Additional funding for schools to raise the attainment of disadvantaged students & close the gap between them and their peers.
PEP	Personalised education plan (for children looked after)
PMLD	Profound and multiple learning difficulties
SALT	Speech and language therapist
SDQ	Strengths and difficulties questionnaire
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SEMH	Social, Emotional and Mental Health
SLCN	Speech language and communication need
SLD	Severe learning difficulty
SpLD	Specific Learning Difficulties (e.g. dyslexia, dyspraxia)
SPDs	Sensory processing disorder
TA	Teaching Assistant
VI	Visual Impairment



APPENDIX 1- SEND PROFILE



SEND PROFILE

River Academy

Key Contacts

SENCo: Becky Clarke
SAB: Anne Kennedy



SEND Key Priorities

- To ensure calm, consistent routines support students with SEND
- To ensure Quality First Teaching is inclusive and adaptive
- To introduce and implement range of bespoke interventions

SEND Strengths

- An experienced and dedicated SENCO to drive SEN provision
- A detailed process of ASSESS PLAN DO REVIEW
- Embedded use of Provision Map, sharing information with staff and parents; reviewing plans and provisions

Staff Training

- Graduated Approach
- Use of assessment to identify need

Interventions			
SEND CoP Area of Need	Intervention	Targeting	Impact
Cognition & Learning	Lexia	SpLD – Spelling/ Reading	<ul style="list-style-type: none"> • Improved reading and spelling levels
Communication & Interaction	Social Skills - Adult-led small group sessions using <i>Talkabout for Teenagers</i>	Social skills	<ul style="list-style-type: none"> • Improved confidence in social situations and relationships
Social, Emotional & Mental Health	Building Resilience in Young Minds	Resilience	<ul style="list-style-type: none"> • build coping strategies to manage everyday challenges
Physical & Sensory	Handwriting	Fine motor skills	<ul style="list-style-type: none"> • Improved presentation of written work



Context

SEND K: 21.2%
EHCP: 4.7 %



Attendance

SEND: 93.6%
NON-SEND: 96.2%



KS2 SATs to end of Year 7 Common Assessments residual 2024-2025

EHCP average +1.57

K SEN Support average +1.16

non-SEN average +1.15



Prevalence of need

ASD 26%
MLD - 21%
SEMH - 18%
SpLD - 9%
SLCN 22%



APPENDIX 2- SEND PROFILE (THE BRIDGE BASE)



SEND PROFILE

The Bridge Base

Key Contacts

SENCo: Becky Clarke
Base teacher: Helena Basham
SAB: Anne Kennedy



SEND Key Priorities

- Provide supported and scaffolded curriculum to meet needs of MLD students.
- Support social integration with peers in mainstream through some curriculum subjects and unstructured times of the school day.

SEND Strengths

- Experienced and dedicated SEN teacher
- Environment and resources bespoke to individuals' needs

Staff Training

- Young people mental health first aid
- Behaviour support
- SEND development

Interventions

SEND CoP Area of Need	Intervention	Targeting	Impact
Cognition & Learning	Read, Write inc. Toe by toe	Writing/ Spelling/ Reading	<ul style="list-style-type: none"> • Improved reading ages and spelling scores
Communication & Interaction	Safe learning environment	Confidence levels in speaking aloud and asking questions.	<ul style="list-style-type: none"> • Improved vocabulary and verbal confidence • Willingness to take part
Social, Emotional & Mental Health	ELSA (individual and group)	Social skills Interaction with peers	<ul style="list-style-type: none"> • Improved behaviour in the classroom • Social skills developed
Physical & Sensory	Fine motor skills	fine motor skills handwriting	<ul style="list-style-type: none"> • Increased hand muscle • Improved hand eye coordination



Context
EHCP: 100%



Attendance
Bridge: 93.4%
NON-SEND: 94.9%



Prevalence of need
MLD 100%