



# **Special Educational Needs and Disability Statement**

Person responsible for statement: Chief Executive

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## Introduction

Each school within the River Learning Trust has its own policy. This statement includes principles which apply to all Trust schools, an explanation of the Local Offer, and links to support documents produced by various Oxfordshire teams.

## Principles

The River Learning Trust is committed to:

- Ensuring that all pupils realise their potential, through an ambitious, broad and balanced curriculum that provides equality of opportunity and enables high achievement for all pupils regardless of specific need or academic ability.
- Ensuring that all pupils with special educational needs and/or disabilities are identified, assessed and adequately supported.

The 0-25 SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities.

These include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

We aim to ensure that:

- The 2015 [SEND Code of Practice](#) is followed, with particular reference to the [Schools: Guide to the 0 to 25 SEND Code of Practice](#)
- Each River Learning Trust Schools statutory duties are met for pupils with Education Health and Care Plans (EHCPs)
- Every child achieves his or her potential regardless of special educational needs and/or disabilities
- Pupils are enabled to become independent, resourceful and resilient learners
- There is ongoing communication with parents about their child's progress, support and changing needs
- The views of the individual pupil are considered when determining the nature of provision made
- Pupils are offered full access to an ambitious, broad, balanced and relevant education, including an appropriate curriculum

- That schools implement appropriate strategies in the classroom, which may include adapting the curriculum, to meet the needs of pupils with SEND
- Teachers and teaching assistants receive adequate training and information to enable them to support the learning of the pupils in their classes
- Schools receive support from the Central Team Director of Inclusion and Trust SENDCO to enable them to meet the needs of pupils with SEND

## **The Local Offer**

Local authorities have a statutory duty to develop and publish a Local Offer, setting out in one place information about the support they expect to be available in their area across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans.

Schools will need to cooperate with the local authority to help it fulfil its duty to develop and publish in the Local Offer an authority-wide description of the special educational and training provision it expects to be available in schools.

## **Support**

The River Learning Trust follows support given by Local Authority SEN support services:

[Oxfordshire County Council SEND Local Offer](#)

[Swindon Borough Council SEND Local Offer](#)

## **School SEN information report**

As part of the Local Offer requirements all maintained schools and academies must publish an annual information report on their website from September 2014. It must be updated at least annually.

The [Code of Practice \(Jan 2015\) extract \(pdf format, 144Kb\)](#) details what must be included in the SEN information report. Schools are able to set this out in any way they choose but the information provided must be easily accessible by parents and young people and written in clear, straightforward language.