

Our Local Offer for Special Educational Needs and/or Disability



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Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help? *(IRR)*

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or hinders them 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

All of our pupils will have an Education Health and Care Plan (EHCP). These are reviewed annually for all children. Targets are set at Annual Review Meetings are constantly monitored throughout the academic year.

What should I do if I think my child or young person needs extra help?

As a specialist school, we believe passionately in providing all the best opportunities for all of our learners, whatever their need. Our school strives relentlessly to raise aspirations and attainment by providing high quality teaching and learning in a safe and secure environment in which the pupils' welfare is paramount and where everyone is valued equally. The school promotes, encourages, supports and celebrates learning by ensuring:

- Excellent relationships between pupils, staff and parents/carers.
- High expectations for learners.
- A curriculum that is challenging, creative, age appropriate and relevant to the needs of the pupils.
- A positive, happy and motivating learning environment and culture.
- A holistic approach to the pupils' learning, health and welfare is achieved.
- Pupils' confidence and self-esteem is nurtured and combined with respect for others and understanding of responsibilities, self-discipline and high standards of behaviour.
- Strong links with the community

How we identify and assess needs

If you believe your child/young person needs extra help you can always contact us via the school office.

Our students arrive with an Education Health Care Plan (EHCP) stating their special needs and the necessary provision required.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

As Two Rivers High school is part of a federation some of our policies are written in conjunction with our Primary Site, Two Rivers Primary School. We have a wide range of policies available on our website including; (see link below) Accessibility plan, Admissions Arrangements, Assessment Policy, Behaviour in Schools (where you will find information about exclusion), Health, Safety & Wellbeing Policy and Assessment Policy.

[Policies - Two Rivers Federation \(tworiversschool.net\)](https://www.tworiversschool.net)

You can also access High School specific policies such as; (see link below) Equality and Information and objectives (public sector equality duty) statement for publication,

<https://www.tworiversschool.net/page/?title=Policies&pid=121>

Other policies can be found on our MAT website [Endeavour MAT](#)

Information regarding the local send offer is signposted on our website [SEND - Local offer - Two Rivers Federation \(tworiversschool.net\)](#)

Information regarding supporting Pupils with Medical Needs can be found on our school website [Policies - Two Rivers Federation \(tworiversschool.net\)](#) within our medication policy

Curriculum information including our teaching and learning policy and our remote learning policy can be found on our website [Curriculum Organisation & Rationale - Two Rivers Federation \(tworiversschool.net\)](#)

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

Every child has an Individual Education Plan which outlines long term and short-term objectives. These plans are discussed with parents who can request additional objectives which the school will accommodate if appropriate. The size of each class group is determined by the needs of the pupils within that group. On the High School site all teaching groups will have access to at least one Teaching Assistant although for groups of pupils with more significant needs class groups will have access to at least two Teaching Assistants.

School staff are supported by Speech and Language Therapists, Occupational Therapists and Physiotherapists from the Local Health Service providers. We have an on-site School Nurse and the school is supported through the Local Authority by Specialist Teachers.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

Two Rivers School believes in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives. The curriculum at Two Rivers High School is designed to meet the individual needs of all our pupils. This pupil centred approach aims to be motivating, relevant, broad, and balanced as well as supportive and aspirational. We build our curriculum around the pupils' Educational, Health and Care Plans, as well as their prior learning and experiences. The curriculum is organised according to the needs of the pupils. The wide range of abilities of pupils at the school demands we deliver a wide-ranging curriculum from the Sensory Curriculum devised by school staff to Curriculum supporting pupils in the public examination system. Pupils are placed in specialist departments (Discovery, Explorer, Adventurer and Pioneer).

Our Curriculum Pathway document shows the intended journey our pupils will take while they are at Two Rivers High School.

Teaching, Learning and Support

Our aim is to offer pupils a range of opportunities and experiences which will give them skills, confidence, and ability to be good citizens, engage in further education/ learning and life beyond education. Each pupil's individual curriculum pathway and the way it is delivered is determined by the individual needs.

Two Rivers High School organise the Curriculum to ensure that it has been planned and sequenced so that new knowledge and skills can be built on. Each curriculum department has a clear rationale and overview which outlines the units of work to be delivered. Our Curriculum Maps show how each subject is taught.

In addition to high quality teaching and learning where differentiation is an expectation in all lessons, there is also a series of planned interventions delivered under the guidance of a class teacher. As well as daily teaching we also utilize the tutoring scheme to offer individual additional one to one /or small group support.

For many of our young people who struggle with their wellbeing or emotions we put in place alternative approaches to ensure every child thrives this includes counselling, therapy sessions, emotional literacy support and more.

We also provide learning opportunities including life skills, travel training, cooking, work-based experience / placement and more.

For some of our learners (where appropriate) they will working toward entry level certificates or exams for more information please visit our website. [Exams - Two Rivers Federation \(tworiversschool.net\)](http://tworiversschool.net) We have a high success rate of putting in place reasonable adjustments and exam support and this is something that is completed year on year for those individuals who require it.

How resources are allocated to meet children or young people's needs?

Each pupil's needs are identified through the Education, Health and Care Plan. Staffordshire LA operate a matrix system to determine the level of support provided and for some pupils with exceptional needs additional funding or support can be sought.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

Teaching, Learning and Support

The type of support that your child will receive will be dependent upon their individual needs. If external agencies are involved, then we will follow recommendations made.

As our children and young people have an Education, Health and Care Plan (EHCP) the support will be determined in the Plan and will be reviewed annually.

Parents and carers as well as other professional will share their views at the annual review and we at Two Rivers believe this collaborative approach is best.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

All teaching groups will have access to at least one Teaching Assistant although for groups of pupils with more significant needs class groups will have access to at least two Teaching Assistants. The school is supported through the Local Authority by Specialist Teachers.

How will you and I know how my child or young person is doing? *(IRR)*

Teaching, Learning and Support

We continually monitor pupil progress in a number of ways; Daily feedback (verbally and through marking) this formative assessment lets our pupils know what they have done well and what they need to do next to make more progress. It also informs our teaching staff on how to plan, support and challenge our pupils. We scrutinise the work of pupils through the year to ensure that pupils' learning is challenging, relevant and accessible. We ensure our standards of judgement by moderating work in school. We also work with schools within our MAT to ensure high consistent standards. Progress is also collated summative, this is done for all curriculum areas. We record this data on SOLAR. From this information we can make judgements on progress including next steps. It also identified where additional support or challenge may need developing. Teaching staff share this information with parents and carers, informing them on whether their child is making progress in relation to expectations set.

Longer term outcomes are set and agreed in the annual review of an EHCP which then inform short term targets known as IEP'S. IEPs are completed three times a year together with progress reports and an end of year school report. However, EHCP and IEP targets are at the forefront of the education and are constantly developed. These plans are discussed with parents who can request additional objectives which the school will accommodate if appropriate.

We conduct a termly assessment of the progress and attainment achieved by our children and young people. This information is collated and analysed to inform pupils, parents, teachers, school leaders, governors and school improvement stakeholders of the successes and areas for development with regards to pupil progress. The data analysis considers SEN, age, gender, ethnicity, and any other factor that may categorise a child as having additional disadvantage or needs. This includes having due regard for national requirements such as Pupil Premium, Sports Premium, Student Bursary scheme, Free School Meals and any other entitlements designed to reduce disadvantage.

Parents are sent updates of progress via WEDUC or email and there is opportunity to discuss this progress during three Parents' Evenings which take place throughout the year and then again at the end of the year via annual reports. We also aim to keep parents and carers updated on general progress via messages on weduc or other informal opportunities.

Every child has an Individual Education Plan which outlines long-term and short-term objectives and these are discussed formally in

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an annual review meeting which takes place in school and if required is an opportunity for all professionals and carers to discuss progress, concerns, celebrate successes and plan future provision.

We encourage pupils to be fully engaged with their pupil's education and communication is encouraged through our Weduc messaging app, via email, calls or face to face meetings.

While we are a specialist setting and have many specialists in school such as nurses, counselors, therapists, occupational therapists, speech and language therapists etc. we also encourage and welcome other professionals from a range of settings including medical, police etc.

The curriculum at Two Rivers High School is designed to meet the individual needs of all our pupils. This pupil centred approach aims to be motivating, relevant, broad, and balanced as well as supportive and aspirational. We build our curriculum around the pupils' Educational, Health and Care Plans, as well as their prior learning and experiences. The curriculum is organised according to the needs of the pupils. Pupils are placed in specialist departments (Discovery, Explorer, Adventurer and Pioneer). You can find more information on our school website [Curriculum Organisation & Rationale - Two Rivers Federation \(tworiversschool.net\)](http://tworiversschool.net) Information includes department Rationales, curriculum intent, implementation and impact, plus more. Specific subject Rationales, intents and subject overviews (skills, knowledge and topics) can be found on our school website [Curriculum Subjects - Two Rivers Federation \(tworiversschool.net\)](http://tworiversschool.net)

Support can be wide and varied depending on the need of the individual pupil and the stage of their educational journey. We pride ourselves that whatever the circumstance it is our mission to support each individual and where needed signposting or referrals for additional support is always made.

Starting a new school at any age or moving on to another setting can be a very worrying time for parents and children. This process of transition is very important to us. We work hard to support pupils, parents and carers throughout the process. We encourage all new children and parents to visit us, where we give a tour of our facilities and give an opportunity for parents to meet the other children and staff around the school. The needs of any new child are discussed in detail including any medical or care needs. We offer a friendly and flexible approach to transition and this continues as individuals move between class, departments or to other settings. We work alongside staff, parents, carers and pupils to ensure this is an

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positive and as stress free as possible. Assessment is key and where adjustments need to be made they are don so in discussion with parents, carers and the pupils (if appropriate).

We have a comprehensive Preparing for Adulthood programme for students which ranges depending on the need of the individual. This may be working towards independence and life skills, work-based learning opportunities, further education, etc. Our aim is to equip our students with the skills, confidence and experience to become positive and valued members of society. More information can be found on our website. [Careers Programme - Two Rivers Federation \(tworiversschool.net\)](http://tworiversschool.net)

Additional support comes in many forms such as support staff, on-site therapists, programmes, curriculums, specialist approaches, specialist resources, training for staff, facilities and much more.

How will you help me to support their learning? (IRR)

We would always encourage parents and carers to support and play an active role in their child's education.

Students where appropriate will take homework home if this is appropriate to their ability. Support to parents is offered by form staff face to face, via the phone or by our communication app 'Weduc' and via the website.

We send home monthly newsletters which inform and support parents on matter such as online safety, mental health, and wellbeing, safeguarding and other subjects as appropriate. We also share resources and tips to help with behaviour, sleep, sensory regulation, and other subjects. We hold regular parent/ carer workshops/ seminars in school which are delivered by staff or other expert professional such as nursing team, occupational therapist, social workers etc. We regularly consult with parents / carers to see what subjects, topics or training they would find most useful.

Since the pandemic, more parents have had opportunity to be support with home learning via Microsoft Teams.

How do we consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)

Teaching, Learning and Support

Students complete 'student views' section of their EHCP each year as part of the annual review. Students are involved in setting and discussing their own IEP targets where appropriate.

As part of their whole school experience, students are also involved in the running of the school through the School Council.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? (IRR)

Two Rivers School has a robust system of self-evaluation relating to all elements of provision.

This includes:

1. The attainment of pupils.
2. The quality of teaching.
3. The behaviour and safety of the pupils.
4. The quality of leadership and management.
5. Early Years provision.
6. Sixth Form provision.

The School Improvement Plan derives from the self-evaluation process and Governors receive regular updates about the progress made.

All aspects of the school's activities are monitored by Governors Logistics Committee meetings and Governors Curriculum and Learning meetings which cover:

1. Finance and Buildings
2. Curriculum
3. Health & Safety
4. Staffing & Personnel
5. Nursery Provision

Policies and procedures are presented and reviewed by these committees. The school also assesses the way targeted funding

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Teaching, Learning and Support

is used (Pupil Premium, Sports Premium, Catch-up Funding)

Two Rivers High School was inspected in January 2019 and received an Outstanding classification.

We regularly seek the views and opinions of pupils, parents, carers and staff to evaluate our provision, identify strengths, further areas of development as well as opportunities, via formal annual questionnaire. We share the findings with all stakeholders and publish questionnaire analysis along with an action plan on our school website. [Parent Carer Survey and Results - Two Rivers Federation \(tworiversschool.net\)](#)

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

For students who arrive or leave on transport there are a number of staff on hand to support the students into or out of the school building providing a safe handover to and from the transport. For students who are brought to school by parents/carers or independently there are a number of staff on hand to welcome them into the School building, at the end of the school day students are escorted out to parents/carers.

We have a robust system in place to safeguard our pupils this follows the Keeping Children Safe in Education statutory guidance. Our Safeguard team (lead and deputies) works tirelessly to keep our pupils safe.

During breaks there are several staff outside with the students, this is the same during lunchtimes. Staff are there to support, supervise and manage the pupils, however they also engage and have fun with the pupils. We also have lunchtime clubs available for students who wish to take part in these.

All the outdoor areas are regularly monitored and maintained as part of our health safety and safeguarding duties. Should an accident occur we have staff who are first aid trained and are able to administer first aid on site (this included mental first aid training as well as traditional first aid training).

All activities and equipment have their own risk assessment which includes PE lessons, external activities such as Forest School and playground activities such as the roundabout, climbing frame and outdoor gym equipment.

Keeping students safe and supporting their wellbeing

Any school trips have relevant risk assessments completed prior to commencement. These are monitored and reviewed by the senior leadership prior to any off site sessions. We have staff who are licensed to drive the school mini-buses and we ensure staff complete the county's competence tests before transporting any pupils. These mini-buses are maintain in school and off school.

We have regular fire alarm drills, as well as evacuation and evacuation protocols. We identify those pupils who need additional support during these times and they have their own Personal Emergency Evacuation Plans in place, which are written and shared within school.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

We offer a full time Pupil Support worker and a part time wellbeing officer who not only support students but also support families in completing paperwork, finding additional support services etc. We have multiple therapists and trained TA's who offer a range of therapies, counselling, and other wellbeing support.

We do not tolerate bullying at Two Rivers School. Supporting bullying will not be tolerated. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight. Repeated bullying will be treated very seriously and may result in exclusion. Our Anti-Bullying Policy can be found on our website [Policies - Two Rivers Federation \(tworiversschool.net\)](https://www.tworiversschool.net/Policies) We have an online safety lead who is responsible for the organising of online safety across school. We have an online safety curriculum which is delivered across school (where appropriate). In addition we are members of the National Online Safety platform which means all our stakeholders have access to all the most current training and resources.

We ask that students follow our student code of conduct. At Two Rivers we try to be considerate, be respectful, be hardworking, be sensible and be prepared. We believe if our pupils do this everyone can be safe, happy and successful.

More information can be found on our website. [Policies - Two Rivers Federation \(tworiversschool.net\)](https://www.tworiversschool.net/Policies)

At Two Rivers School we promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

As well as SMSC lessons we also teach 'British Values' through many of our curriculums e.g. PSHE, mental health and wellbeing curriculum, Online Safety, Environmental Studies, DofE, Geography, History and many more. In addition to this, British Values is often a focus for themed days, charity work, school council, tutor time discussions and other activities. We

Keeping students safe and supporting their wellbeing

recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils. Our school curriculum offers many broad and balanced opportunities.

At Two Rivers High School we believe good wellbeing is fundamental to thriving in life. We follow a mental health and wellbeing curriculum in school, we do lots of raise the awareness of mental health and wellbeing (including themed days, assemblies, etc), we use this these to ensure all pupils are flourishing. For those who may struggle with their wellbeing we have a tiered approach which offers in school support these can include chats with a counsellor, pupil support sessions, nurture sessions. For those who require additional support we offer regular access to therapies, counselling, etc. Finally for those who significantly struggling they may require all in school support as well as external support from other agencies. This may also include supporting their families.

How will you manage my child or young person's medicine or personal care needs?

School staff are supported by Speech and Language Therapists, Occupational Therapists and Physiotherapists from the Local Health Service providers. Two Rivers High School shares a School Nurse and school Nursery Assistants with Two Rivers Primary School. All staff are trained in medical support such as Asthma awareness, allergies, anaphylaxis support, epilepsy and the correct distribution of medication. The nursing team create individual care plans regarding to any medical information. There are a number of First Aid At Work trained staff across the site.

Teaching staff create toileting and personal care plans which are designs to outline how personal care will be delivered for individuals.

We have clear protocol for staff to follow in any emergency, protocols, policies and procedures are recapped regularly and any training requirements carried out (if required).

We have protocols and policies in place for those who are unable to attend school due to complex medical needs including those who suffer with anxiety based school refusal. These protocols take into consideration safeguarding requirements as well as social, emotional and educational requirements. Each case is very different and so is the approach taken.

Keeping students safe and supporting their wellbeing

What support is there for behaviour, avoiding exclusions and increasing attendance?

Our Behaviour Policy can be found on our website [Policies - Two Rivers Federation \(tworiversschool.net\)](http://tworiversschool.net)

All pupils have the opportunity to discuss concerns about their behaviour or the behaviour of others to the School Council, which allows the pupil voice to be heard, or their form tutors/class teachers.

Teaching Assistants and our School Counsellor can also support pupils.

Pupils who exhibit challenging behaviours will have an Individual Behaviour Support Plan which is designed to support the pupil and decrease the severity and frequency of incidents.

Pupils who require extra support for their behaviour are able to access, if appropriate:

- Holistic Therapies (Relaxation techniques, Reiki, Indian Head Massage).
- Music Therapy.
- Counselling.
- Drawing and Talking Therapy.
- One to one support (Reintegration into school, support during unstructured times and structured times).
- Nurture Groups.
- Emotional Coaching.
- ELSA
- Referrals to Multi Agency support (CAMHS, Independent Futures, Learning Support Team (LST), Midlands Psychology, Individual support from an Educational Psychologist).
- Forest School.
- Lego Therapy.

How do you support children who are looked after by the local authority and have SEND?

Please see our Children Looked After and Previously LAC Policy available on our website [Policies - Two Rivers Federation \(tworiversschool.net\)](http://tworiversschool.net)

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Working Together

Who is involved in my child's education?

On the High School site all teaching groups will have access to at least one Teaching Assistant although for groups of pupils with more significant needs class groups will have access to at least two Teaching Assistants. You will be informed of who your form tutor will be. You can view staff on our website. [Staff List - Two Rivers Federation \(tworiversschool.net\)](http://tworiversschool.net)

If you have any questions you can contact your child's class teacher or your child's head of department, either by speaking to them at the start or end of the school day, or by phoning the school office, to arrange a meeting.

Miss G Brindley, the Head Teacher, who can be contacted by phoning the school office

The head of Governor, Jane Oberg who can also be contacted via the school office

Support services for parents of pupils with SEND include: [Special educational needs and disabilities \(SEND\) - Staffordshire County Council](#)

If you have a general enquiry, would like to speak to one of SEND Family Partnership team or to request information and support please telephone 01785 356921 during office hours. The answer machine is on out of office hours so please leave a message and your call will be returned as soon as possible. Alternatively, you can send an email to: sfps@staffordshire.gov.uk

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

All teaching staff have access to and are required to read the EHCP's of the pupils that they teach. They are also given time to read care plans, risk assessments, medical information etc. Teachers share this information (where appropriate) with teaching assistant. Middle leaders / heads of departments meet with senior leaders to discuss pupils every week. Where any changes or important information comes to light it is discussed. This information is then cascaded to other teaching staff with the department. This ensures everyone knows how to support the individuals within their team.

Medical and safeguarding information is shared where appropriate.

All information is kept secure and staff know and understand that any personal information must be locked away securely as per our GDPR guidelines.

Working Together

What expertise do you have in relation to SEND? *(IRR)*

All our teachers are qualified, and many have undertaken further specialist professional development. Following an annual audit of need we commissioned a CPD Specialist to deliver support to staff. Staff have undertaken further training relating to SEN – Makaton, PECS, MOVE, Rebound Therapy (and more). These are assessed each year.

Our Teaching Assistants have a range of expertise in delivering therapeutic support, Play Therapy, Art Therapy, Nurture, Drawing and Talking, ELSA (Emotional Literacy Support Assistant). This is not an exhaustive list and continuing professional development is key to ensuring staff throughout school remain updated and skilled.

Our school is registered with the following awards Dyslexia Friendly, National Online Safety, Geography Quality Mark, Duke of Edinburgh registered, SEN specialist School, Continual Professional Development Award, Gold Arts Mark, Staffordshire Education Research Alliance, Music Mark, Mental Health Charter Mark, (this is not an exhaustive list). This is something we are constantly developing.

We Pride ourselves on being fully inclusive and we positively promote all nine of the protected characteristics (as recognised under the Equalities Act).

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

The Authority provides support through Educational Psychology, Hearing and Visual Impairment and SEN support and particular children can also be supported through Social Services - Children with Disabilities Team.

We have a speech and language therapist and an occupational therapist who visits school on a regular weekly or fortnightly visit.

Working Together

Your child will need an Education Health Care Plan before being considered for admission to our school. Your point of contact to discuss this is the Local Authority SEND (Special Educational Needs) Team.

We also have a full-time jobs coach who works directly with some of our young people to access work experience and work-based placements within some of the local organisations and companies. Our aim is to give our young people experiences of jobs and work related skills but also we hope that some of our young people find jobs as a result of the support we put in place.

Two Rivers works very closely with many settings including the local police, local companies, sporting clubs, other schools, colleges etc. We are always looking to build connections within the community.

Who would be my first point of contact if I want to discuss something?

In the first instance we encourage you to contact your child's class / form teacher. These staff are supported by their department leaders. If you still have concerns then please contact the one of our three assistant Heads:

Assistant Head Pastoral – Tom Silk

Assistant Head Curriculum, designated LAC – Jayne Gazey-French

Assistant Head Sixth Form (Pioneers), Deputy Designated Safeguarding, Yr 11+ LAC – Yvonne Edwards

Deputy Headteacher – Claire Milton

If you have a safeguarding concern, please contact Derek Tuck or Heather Barnby

Additional Safeguarding information:

If a child is in immediate danger please call 999

Call Staffordshire County Council's First Response Service: Phone: 0300 111 8007

(Monday – Thursday 8:30am – 5:00pm Friday 8:30am – 4:30pm)

Emergency Duty Service: (Out of Hours) Telephone: 0345 604 2886 Mobile: 07815 492613

You can also visit the Staffordshire Safeguarding Children's Board for more information.

[Home - Staffordshire Safeguarding Children Board \(staffscb.org.uk\)](http://staffscb.org.uk)

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Working Together

Who is the SEN Coordinator and how can I contact them? *(IRR)*

The Named SENCO for our school is the Headteacher, Gail Brindley or our Transition lead – Lisa Bradbury. All form tutors will be SEN specialists so can be contacted regarding any issues.

What roles do your governors have? And what does the SEN governor do?

We share a local board of Governors with Two Rivers Primary School. There are two committees, Curriculum committee and the Logistics committee. Reports on all areas of the school e.g. progress, behaviour, attendance, H&S, finance, and strategic development are presented to these Governors. All Governors have specific link roles such as 'safeguarding Governors', 'CLA & PP Governors' & 'H&S Governor.' You can view our Governors on our school website [Governors - Two Rivers Federation \(tworiversschool.net\)](http://www.tworiversschool.net)

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

Students complete 'student views' section of their EHCP each year as part of the annual review. Students are involved in setting and discussing their own IEP targets where appropriate. Students have a pupil support worker and a well-being officer who is always on hand to listen to their concerns and support them. A number of teaching and trained therapists offer additional 1:1 or small group support where students can share their views unhindered. Where communication is a challenge for students, we ensure other support such as Makaton, PECS or assistive technology can be used to help students share their voice. Students are also involved in the running of the school through the School Council and we also have representatives for the 4 school houses, helping students work together as teams.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Two Rivers High School shares a Governing Board with Two Rivers Primary School and each site has one parent Governor which is nominated and voted on to the board.

Working Together

We also share a Friends' Association (Parent Teacher Association – Charity). All parents and friends of the school are invited to get involved in activities that we run and be a part of the committee in one of the nominated posts. Friends of Two Rivers School meet approximately every half term to arrange social events and fundraising activities. We hold activities such as end of term celebrations, family discos, Bingo evenings and a summer Festival.

School also invites parents to school activities such as coffee mornings, concerts, information seminars, etc.

What help and support is available for my family through the setting? *(IRR)*

We offer a full time Pupil Support worker and a part time wellbeing officer who not only support students but also support families in completing paperwork, but also in finding addition support from external services.

We also support parents and families with several workshops which are offered throughout the year themes are often based on need identified within school or by parents/ carers.

Our website offers lots of signposting support including:

Wellbeing support [Mental Health and Wellbeing - Two Rivers Federation \(tworiversschool.net\)](http://tworiversschool.net)

Online safety Support [Online Safety Support - Two Rivers Federation \(tworiversschool.net\)](http://tworiversschool.net)

Community support [Parent Carer - Support in the Community - Two Rivers Federation \(tworiversschool.net\)](http://tworiversschool.net)

Send local offer [SEND - Local offer - Two Rivers Federation \(tworiversschool.net\)](http://tworiversschool.net)

As well as support from within school, this includes Early help support and referrals.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

External trips outside of the classroom are a large part of our curriculum.

For students in our Discoverer tier we offer community visits to café, shops and places of interest. This is aimed to support independence and life skills in the local community.

Year 7 and 8 have the offer of swimming lessons.

Occasional trips based on the curriculum and well-being are offered to the rest of the school such as 'Sherwood Forest', 'Cadbury World', 'Conkers', Alpacca farm,

Our Pioneers are involved in targeted external experiences such as work experience (Mechanic garage, hotel restaurant, small holding, local primary school, Mitie (Screw Fix) plus activities such as community gardens, the allotment, independent travel training (local transport), Duke of Edinburgh expeditions and many others.

Our lunchtime and after school clubs which are free include activities such as trampolining, boxing, dance club, football club, multi-sports, badminton, Art club, physics revision to name a few.

Residential trips have included activities such as Chasewater activity centre or Bendrigg activity centre (for students with complex needs). These activities can be offered to everyone. Other trips have included an environmental trip to Italy. DofE expeditions are arranged around student needs whereby a variations form is completed to ensure the length of walk, time of day and place that students camp is taken into consideration.

Parents carers are informed of any upcoming trips via weduc or email. All trips require parental consent.

How accessible is the setting's environment?

Our site is inclusive for all, including fully wheelchair accessible. Learning environments take in consider a range of emotional, sensory and physical needs.

Inclusion & Accessibility

When communicating with those whose first language is not English, we use assistive technology or an interpreter. We also use a range of alternative communication methods such as Makaton, PECS, symbols, social interaction etc this is something that is encouraged around school and staff received training in these methods.

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Are disabled changing facilities available? Yes
No

Details (if required)

We have ramps, overhead hoists and changing facilities for children who require adult support.

Are disabled toilet facilities available? Yes
No

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Inclusion & Accessibility

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes
No

Details (if required)

We also have minibuses with tail lift facilities.

Do you have disabled parking spaces for students (post-16 settings)? Yes
No

Details (if required)

Parking is tight onsite and, although we have disabled parking spaces, have never been required to use them for post 16 as yet.
This would have to be under discussion regarding need due to limited spaces.

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Joining and moving on

Who should I contact about my child or young person joining your setting? (IRR)

Our Admissions Arrangements can be found on our website [Endeavour MAT](#)

How can parents arrange a visit to your setting, school or college? What is involved?

Joining and moving on

We offer all prospective parents a tour of the school. We offer an open morning in October (COVID permitted) and have produced welcome videos and tours of the school when restrictions were in place. We hold a new parents information morning prior to your child starting our school.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? (IRR)

- *What preparation will there be before my child or young person joins you?*

Starting a new school at any age or moving on to another setting can be a very worrying time for parents and children. This process of transition is very important to us. We work hard to support pupils, parents and carers throughout the process. We offer a structured induction to your child once they are referred to us. The class teachers will contact you and if appropriate your child's current school to arrange this. We encourage all new children and parents to visit us, where we give a tour of our facilities and give an opportunity for parents to meet the other children and staff around the school. The needs of any new child are discussed in detail including any medical or care needs. We offer a friendly and flexible approach to transition and this continues as individuals move between class, departments or to other settings. We work alongside staff, parents, carers and pupils to ensure this is as positive and as stress free as possible. Assessment is key and where adjustments need to be made they are done so in discussion with parents, carers and the pupils (if appropriate).

We have a comprehensive Preparing for Adulthood programme for students which ranges depending on the need of the individual. This may be working towards independence and life skills, work-based learning opportunities, further education, etc. Our aim is to equip our students with the skills, confidence and experience to become positive and valued members of society. When the time comes for your child to move on we will liaise with the receiving school and follow their transition process.

We will enhance this with social stories and an extra visit if necessary. Pathway programmes are discussed from Year 9

Pupils will experience Open Days and transition placements in the final year of school. We support students in independent travel and teaching life skills.

We have a full time jobs coach on site who works with individual or small groups to develop opportunities in the community. More information can be found on our website. [Careers Programme - Two Rivers Federation \(tworiversschool.net\)](http://tworiversschool.net)

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Joining and moving on

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

You can contact Staffordshire County Council SEND Local Offer

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

For further information about services to support your child

Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info and is signposted on our website [SEND - Local offer - Two Rivers Federation \(tworiversschool.net\)](#)

What can I do if I am not happy with a decision or what is happening? *(IRR)*

If you still have concerns then please contact the pastoral support or one of our three assistant Heads:

Pastoral Support – Derek Tuck & Designated Safeguard Lead

Designated Safeguarding Lead – Heather Barnby

Assistant Head Pastoral – Tom Silk

Assistant Head Curriculum – Jayne Gazey-French

Assistant Head Sixth Form (Pioneers) and Safeguarding – Yvonne Edwards

Additional Information

Deputy Headteacher – Claire Milton
Headteacher – Gail Brindley

In the unlikely event that your concern is not resolved then please contact our Chair of Governors. This information is on our website.
[Contact Us - Two Rivers Federation \(tworiversschool.net\)](http://tworiversschool.net)

Our complaints procedures are outlined in our complaints policy. [Policies - Two Rivers Federation \(tworiversschool.net\)](http://tworiversschool.net)

Ultimately parents have recourse to the Secretary of State at the time if the situation has not been resolved.

Type of Setting (*tick all that apply*)

- | | | | | |
|---|--|---|---|----------------------------------|
| <input type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input checked="" type="checkbox"/> Special | | |
| <input type="checkbox"/> Early Years | <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input checked="" type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input type="checkbox"/> Other (Please specify below) | | | | |

DFE Number

860/7030

District

- | | | | |
|------------------------------------|------------------------------------|---|--|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input checked="" type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input type="checkbox"/> South Staffordshire |

Specific Age range

11 – 19 years

Number of places

Additional Information

241

Which types of special educational need do you cater for? (IRR)

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Resource for autism | <input type="checkbox"/> Resource for social, emotional and mental health |
| <input checked="" type="checkbox"/> Resource for cognition and learning difficulties | <input checked="" type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly | <input checked="" type="checkbox"/> Resource for moderate learning difficulty |
| <input checked="" type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input checked="" type="checkbox"/> Resource for severe learning difficulty | <input checked="" type="checkbox"/> Resource for speech, language and communication needs |
| <input type="checkbox"/> Visual impairment friendly | |

Other specialist support/equipment:

- Specialist technology

Comment:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Rebound trampoline | <input type="checkbox"/> Hydrotherapy |
| <input type="checkbox"/> Accessible swimming pool | <input type="checkbox"/> Medical |
| <input checked="" type="checkbox"/> Outreach and family support | <input checked="" type="checkbox"/> Therapy services |
| <input type="checkbox"/> Bought in support services | <input type="checkbox"/> Hearing loop |
| <input checked="" type="checkbox"/> Sensory room/garden | |