

# 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.

**We compile insightful data gathered from continuous assessments, teacher observations, and parental feedback. Additionally, we monitor progress through individualised education plans, ensuring a comprehensive understanding of each child's needs.**

### 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

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### **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.

We also aim to include information on specific methods so staff, professional, parents, carers and students regarding identifying needs, information on early intervention strategies, and details on accessing external support services.

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 (NHS and Private), Occupational Therapists (NHS and Private) and Physiotherapists from the Local Health Service providers. We have an on-site School Nurses (NHS), Mental Health Nurses (South Staffs Mental Health Support Services) as well as in-school counselors and therapists. Two Rivers High School is supported through the Local Authority by Specialist Teachers and teams.

### 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/ strands (Discovery, Navigators, Pathfinders, and Pioneer).

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

## Teaching, Learning and Support

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 challenge as well as specific scaffolded support and adaptive teaching 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 intervention support for 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. Some of our most vulnerable students receive additional support such as those who are care experienced pupil premium, or those identified as a Child in Need or Child Protection.

### 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)**

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.

### **Teaching, Learning and Support**

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.

Teaching staff we often decide what additional internal support is needed. Often this is naturally completed as part of our universal offer. Where extended school support is offered/ recommended parents and carers will be informed.

There is a criteria for external agency involvement and we ensure parents and carers are informed prior and post engagement.

### **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.

As part of our schools' drive to constantly raise standards and improve outcomes for students, staff receive training, resources are constantly audited and purchased, these including accessible resources such as dyslexia resources for every class, assistive technology etc. We encourage teachers, parents, carers and students to make recommendations for equipment.

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

We continually monitor pupil progress in a number of ways; Daily feedback (verbally and through live 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.

## Teaching, Learning and Support

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, Student Bursary scheme, Free School Meals (FSM), LAC/ PLAC (looked after children / post looked after children / children in care) and any other entitlements designed to reduce disadvantage. School report on Pupil Premium finding and this information can be found on our website. [Pupil Premium \(including Year 7 & COVID\) - Two Rivers School](#)

Pupil Premium was introduced in April 2011 and is a grant given to schools to close the attainment gap between disadvantaged pupils and their peers, and to support pupils with parents in the armed forces (this part of it is know as the service premium).

Pupil Premium Grant is available for:

- Children eligible for Free School Meals
- Children who have received Free School Meals in the last six years
- Looked-after children
- Children who were previously looked-after, but have left care through a Special Guardianship Order, a Residence Order or Child Arrangements Order.

Please read the information in our Pupil premium report which gives detail of our Pupil Premium Grant and how we allocate the funding. Some of which is ring-marked for parental and pupil to use for trips, technology, uniform etc. [Pupil Premium \(including Year 7 & COVID\) - Two Rivers School](#)

Parents are sent updates of progress via our communication app, Seesaw\* 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 Seesaw\* or other informal opportunities (including anonymised Facebook posts [@tworivershighschool](#)).

## Teaching, Learning and Support

\*seesaw is an online learning/ communication platform which teaching staff and pupils use as part of everyday learning. Lessons, photos and work can be accessed at home for parents and carers to view, and comment on. This application allows for two-way communication, and we encourage parents and carers to share pictures from home, including any home learning that has taken place.

Every child has an Individual Education Plan which outlines long-term and short-term objectives and these are discussed formally in 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 parents and carers to be fully engaged with their pupil's education and communication is encouraged through seesaw, via email, calls or face to face meetings.

While we are a specialist setting and have many specialists in school such as nurses, Mental Health Team, counsellor, therapists, occupational therapists, speech and language therapists, jobs coach 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, Navigator, ,pathfinders, 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

### Teaching, Learning and Support

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 a 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, support from our jobs coach 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 'Seesaw' and via the website.

We send home monthly newsletters which inform and support parents on matter such as safeguarding, online safety, mental health, and wellbeing, 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.

2025-26 will see the continued development of our parent/ carer social and supportive network group which will be ran by our staff within the safeguarding and welfare team. This will be based in school and off site in various locations which reflects our broad intake locations.

### 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.

SLT often consult with pupils regarding new changes, behaviour, teaching and learning, environment and policy writing.

Student voice is captured via surveys, suggestions boxes, face-to-face discussions, consultations, lessons, assembly, voting, communication cards and more. We have a range of communication strategies and methods designed to ensure that every pupil has a voice.

Many of our pupils will positively contribute to the life and trajectory of school through roles such as behaviour champions, diversity champions, green team, prefects, house captions, sports leaders, restorative and relational representatives and more.

### **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

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## Teaching, Learning and Support

### 5. Nursery Provision

Policies and procedures are presented and reviewed by these committees. The school also assesses the way targeted funding is used (Pupil Premium, Catch-up Funding)

Two Rivers High School was inspected in February 2024 and remains -Outstanding.

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 questionnaires. 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.

Safeguarding is everyone's responsibility. 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. Further Safeguarding information can be found on our website. [Safeguarding - Two Rivers School](#)

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).

### **Keeping students safe and supporting their wellbeing**

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.

We have robust supervision protocols throughout the day. Staff receive appropriate training to ensure they understand safeguarding topics including those that are identified as contextual to school, the surrounding area as well as broader topics.

The senior leaders proactively plan for all eventualities these including desk top exercises designed to mitigate and outline what to do in all emergencies.

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 invacuation and evacuation protocols. We identify those pupils who need additional support during these times and they have their own (PEEP) Personal Emergency Evacuation Plans in place, which are written and shared within school.

Our school has a strong team who are responsible for health and safety. We work closely with Staffordshire County Council who quality assures our practise. We are extremely proud of our currently rating, level 4.

Our school has a food hygiene rating of level 5.

Mental health is a priority in school this report highlights a lot of our mental health provision of which provides a holistic approach to safeguarding emotional wellbeing.

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

We have a dedicated team which includes a SENDco, a part-time SENDco Assistant, full time DSL and DDSL, a part time Wellbeing Officer/ Counsellor, full time Lead Therapist and a full time Family and Attendance Officer who not only support students but also support families in completing paperwork, finding addition support services, early help referrals, external referrals and signposting etc. We have multiple therapists and trained TA's who offer a range of therapies, counselling, therapeutic forest school and other wellbeing support. We also have a trained therapy dog called 'Johnnie'. Johnnie is a popular member of Two Rivers High School. For Johnnie to be successfully and safely integrated into the life of the school, a comprehensive risk assessment has been undertaken and is reviewed regularly. The safety of our pupils and Johnnie is paramount.

We also have external support in the form of mental health nurses who visit weekly to support students and well as offering support in the school holidays, a mentoring scheme MTMA (More Talk, More Action) who deliver one-to-one, small group and assembly interventions, and more.

## Keeping students safe and supporting their wellbeing

More information about our therapeutic and holistic offer can be found on our website. [Therapy / Holistic Offer - Two Rivers School](#) Click on [Staff List - Two Rivers School](#) to see a picture of all our staff including Johnnie.

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 \(tworiversschool.net\)](#)

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. As a school we have achieved The National Online Safety certified status for several years which outlines our commitment to keeping pupils safe.

We ask that students follow our school rules as well as our student code of conduct. At Two Rivers we ask students to "be ready, be, responsible and be respectful". 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 \(tworiversschool.net\)](#)

At Two Rivers School we promote our school values and the wider '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'.

We teach 'British Values' through many of our curriculums e.g. SMSC, PSHE, GRIT (mental health and wellbeing curriculum), Online Safety (Education for a Connected World), Environmental Studies (Learning Outside of the Classroom), 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 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.

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 (better known as our GRIT curriculum, this is adapted from the PSHE association), we do lots to raise the awareness of mental health and wellbeing (including themed days, assemblies, etc), we use this 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 etc. For those who require additional support we offer regular access to therapies, counselling, etc. Finally, for those who significantly struggling they may require more in school support, as well as external support from other agencies. This may also include supporting their families. We have several staff who are specifically trained to support via the early help process.

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## Keeping students safe and supporting their wellbeing

### 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, including mental health first aid trainers.

Teaching staff create toileting and personal care plans which are designed 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.

[Policies - Two Rivers School](#) Medication policy can be found on our policy page

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

At Two Rivers High School we understand that behaviour is a form of communication, and is often, an unmet need.

Our Behaviour Policy can be found on our website [Policies - Two Rivers Federation \(tworiversschool.net\)](#) Within our policy we outline the difference between behaviour and conduct (this was written in collaboration with some of our pupils).

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.

Staff are trained in a restorative and relational approach with some staff having more bespoke training e.g. restorative conversation skills. Two of our senior leaders are currently developing whole school practices linked to Staffordshire County Council Restorative and Relational Pathway. We have already achieved the Bronze award and we well on the way to achieving Silver. We have an Inclusion Support Assistant who also follows the restorative and relational approach. Restorative practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict. We at Two Rivers believe that when we work 'with' and alongside people, instead of doing 'to' or 'for' them,

### **Keeping students safe and supporting their wellbeing**

there is strong evidence to say that the experiences of children and their families are improved. We aim to empower staff with the knowledge to teach pupils this approach.

We are in the process of training students to become Restorative and Relational Champions which gives them the education, support and tools to help students in moments of difficulties. Our RRC's will be able to help students with co-regulate, rebuild relationships and support in some moments of conflict (where appropriate).

All staff are trained with an awareness of Trauma and Adverse Childhood Experiences (ACEs), which enables us to support some of our most vulnerable pupils.

All staff are trained in PROACT-SCIPr-UK ® principles and training, which is designed to provide participants with the practical skills and knowledge to enable them to apply the PROACT-SCIPr-UK® approach whilst supporting individuals with challenging behaviour.

Teaching Assistants and our School Counsellor can also support pupils with emotional and sensory regulations.

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. These are written by teaching staff which the support from pupils and parents/ carers (where appropriate). These are shared with parents and carers and are reviewed termly or as required.

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.
- Anger Management.
- Drawing and Talking Therapy.
- One to one support (Reintegration into school, support during unstructured times and structured times).
- Nurture Groups.
- Emotional Coaching.
- Music therapy
- Play therapy
- ELSA

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### **Keeping students safe and supporting their wellbeing**

- Referrals to Multi Agency support (CAMHS, Independent Futures, Learning Support Team (LST), Midlands Psychology, Individual support from an Educational Psychologist).
- Forest School.
- Lego Therapy.
- Plus more

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

## 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 Headteacher, who can be contacted by phoning the school office

The Chair of Governors, Mrs Sharon Barnes 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](mailto: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 in a range of topics relating to SEND. As a

As a universal offer all of our staff complete annual training and have access to quality training delivered by the National College and NASEN. 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, TEACCH, TAC PAC, communication development, AAC training (and more). These are assessed each year. In addition staff complete a range of training with several teaching staff and senior leaders in the process of completing the NPQSENDCO and other National Professional Qualifications.

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. Some staff have individual qualifications which complements our expertise and offer.

We are seen as specialist teachers and we also support schools within the wider area through our outreach support.

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

Our pupils are also taught about diversity, equality and equity.

### 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, Occupational Therapy, SaLT, and SEN support and particular children can also be supported through Social Services - Children with Disabilities Team.

## Working Together

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

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 five assistant Heads:

Assistant Head Pastoral – Tom Silk

Assistant Head Curriculum, Jayne Gazey-French

Assistant Head Curriculum and Careers – Kirsty Guest

Assistant Head, Designated LAC and SENco – Lisa Bradbury

Assistant Head Personal Development – Rebecca Dixon

Other points of contact:

Deputy Headteacher, DDSL, Mental Health Lead – Claire Milton

Pioneers Lead plus PSHE Lead David Brandrick

If you have a safeguarding concern, please contact Kate Spenser (DSL) or Sarah Howard (DDSL)

[Safeguarding - Two Rivers School](#)

## Working Together

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 \(staffsscb.org.uk\)](http://staffsscb.org.uk)

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

The Named SENCO for our school is 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://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.

We have a DSL and three DDSL's, as well as a counsellor 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

### Working Together

- 4 representatives for the schoolhouses.
- Behaviour champions – role models.
- Diversity champions – focusing on inclusion and diversity.
- Green team – focusing on recycling and environmental issues.
- Prefects – 6<sup>th</sup> form role models.
- Sports Leads
- Restorative and Relational Champions
- Plus more

Pupils are often involved in consultations with SLT, regarding changes to policies and procedures.

### 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.

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.

We invite parents and carers into school for many events such as 'Invite someone special, assemblies, theatre productions, musical performances, etc.

Parents are encouraged to follow us on Facebook **@tworivershighschool** or on Instagram **trhsforestschool**

We hold three parents evening sessions throughout the year, and we strongly encourage parents and carers to attend.

Our DDSL (Sarah) and our Attendance and Family Support Officer runs a parent/ carer support group (on site and across several locations) to offer a social network to parents, as well as support.

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

As a school, all staff are on hand to support you through your time with us in our setting.

## Working Together

Our SENco and transition lead is often the first person you meet during your time with us. She organises open mornings, transition, as well as oversees the annual reviews in school.

Our safeguarding team is on hand to support pupils and their families from early help, signposting etc. Our part time pupil counsellor not only support students but also supports families in completing paperwork, but also in finding additional support from external services.

Our nursing team is on hand to support you with any medical support.

Our mental health nurses are in school weekly and can help parents and carers with any wellbeing / mental health concerns. Claire Milton (Deputy Headteacher and Mental Health Lead) is also available to support.

John Sage our therapy lead will liaise with families regarding any therapy offer or internal / external agency support.

Tom Silk and Sarah Howard may support parents with attendance concerns.

These professionals are often available at the beginning or end of the day for informal chats. You can request a formal meeting via the school office and are often available during parents evening.

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/mental-health-and-wellbeing)

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

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

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

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

We also share lots of support via Facebook.

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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 cafés, shops and places of interest. This is aimed to support independence and life skills in the local community. These lessons are sequenced and planned like any other area of the curriculum.

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), Wonky Candles 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 include activities such as trampolining, boxing, dance club, football club, multi-sports, badminton, Art club, keep fit, climbing wall, singing (Young Voices) to name a few.

Residential trips have included activities such as Whitmoore Lakes, Chasewater activity centre or Bendrigg activity centre (for students with complex needs) and opportunities to go abroad Paris 2026. These activities can be offered to everyone.. 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 Seesaw, email, school website or Facebook. All trips require parental consent. All trips follow strict safety policies and procedures.

### How accessible is the setting's environment?

Our site is inclusive for all, including fully wheelchair accessible and we have 2 hoists in school. Learning environments take in consider a range of emotional, sensory and physical needs.

We have accessible signage around school to support those with communication difficulties.

## 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.

Staff are trained to identify signs of dyslexia and pupils are screened when they join Two Rivers High. Interventions are put in place so that pupils can learn, and practise different strategies and they have access to a number of resources to support them with their learning.

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.

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## Inclusion & Accessibility

Are disabled toilet facilities available? Yes   
No

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](#)

## Joining and moving on

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

We offer all prospective parents a tour of the school. We offer several 'open mornings' throughout the year and we have produced welcome videos and tours of the schools. [Transition - Two Rivers School](#)

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 a 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 \(tworiversschool.net\)](#)

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## Joining and moving on

Finding suitable destinations for students after school is crucial in supporting their transition into adulthood. For special secondary needs students, exploring options such as work experiences, apprenticeships, college, or social care can make a real difference. These pathways not only foster independence but also help students integrate into society. It's important for each young person to feel valued and equipped for life beyond school, whether that's stepping into a job, engaging in further education, or receiving the necessary care. Together, we can ensure that every student has the opportunity to thrive in their post-school journey.

Our destination reports can be found on our website [Destinations - Two Rivers School](#) . These showcase the destinations our pupils take when they leave Two Rivers.

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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/l\\_ocaloffer.page?directorychannel=5](http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/l_ocaloffer.page?directorychannel=5)

For further information about services to support your child

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### Additional Information

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

Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://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:

Designated Safeguarding Lead –Kate Spenser

Assistant Head Pastoral – Tom Silk

Assistant Head Curriculum – Jayne Gazey-French

Assistant Head Curriculum – Kirsty Guest

Assistant Head SENCO, Designated LAC – Lisa Bradbury

Assistant Head Personal Development – Rebecca Dixon

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 \(tworiversschool.net\)](#)

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

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)*

Mainstream

Resourced Provision

Special

Early Years

Primary

Secondary

Post 16

Post 18

**Additional Information**

- Maintained       Academy       Free School       Independent/Non/Maintained/Private  
 Other (Please specify below)

**DFE Number**

860/7030

**District**

- Cannock       Lichfield       East Staffordshire       Tamworth  
 Newcastle       Moorlands       Stafford       South Staffordshire

**Specific Age range**

11 – 19 years

**Number of places**

286

**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:**

**Additional Information**

Specialist technology

**Comment:**

Rebound trampoline

Accessible swimming pool

Outreach and family support

Bought in support services

Sensory room/garden

Hydrotherapy

Medical

Therapy services

Hearing loop