The Rise School's SEND Information Report – January 2026

Welcome to The Rise School's SEND information report page. On this page, you will find information on the support we provide for pupils with Special Educational Needs and Disabilities (SEND).

The Rise School fully endorses the SEND Code of Practice (January 2015) core principles:

All pupils are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

The kinds of SEND that are provided for at The Rise School

The Rise School currently provides provision for pupils with a primary diagnosis of Autistic Spectrum Disorder (ASD) and their individual needs associated with this diagnosis, including:

- Communication and interaction needs
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Involving our pupils and parents

The Rise School works in partnership with parents, in order to more effectively enable pupils with SEND to achieve good outcomes. We recognise that parents have a unique overview of their child's needs and how best to support their child, and this gives them a key role in this partnership.

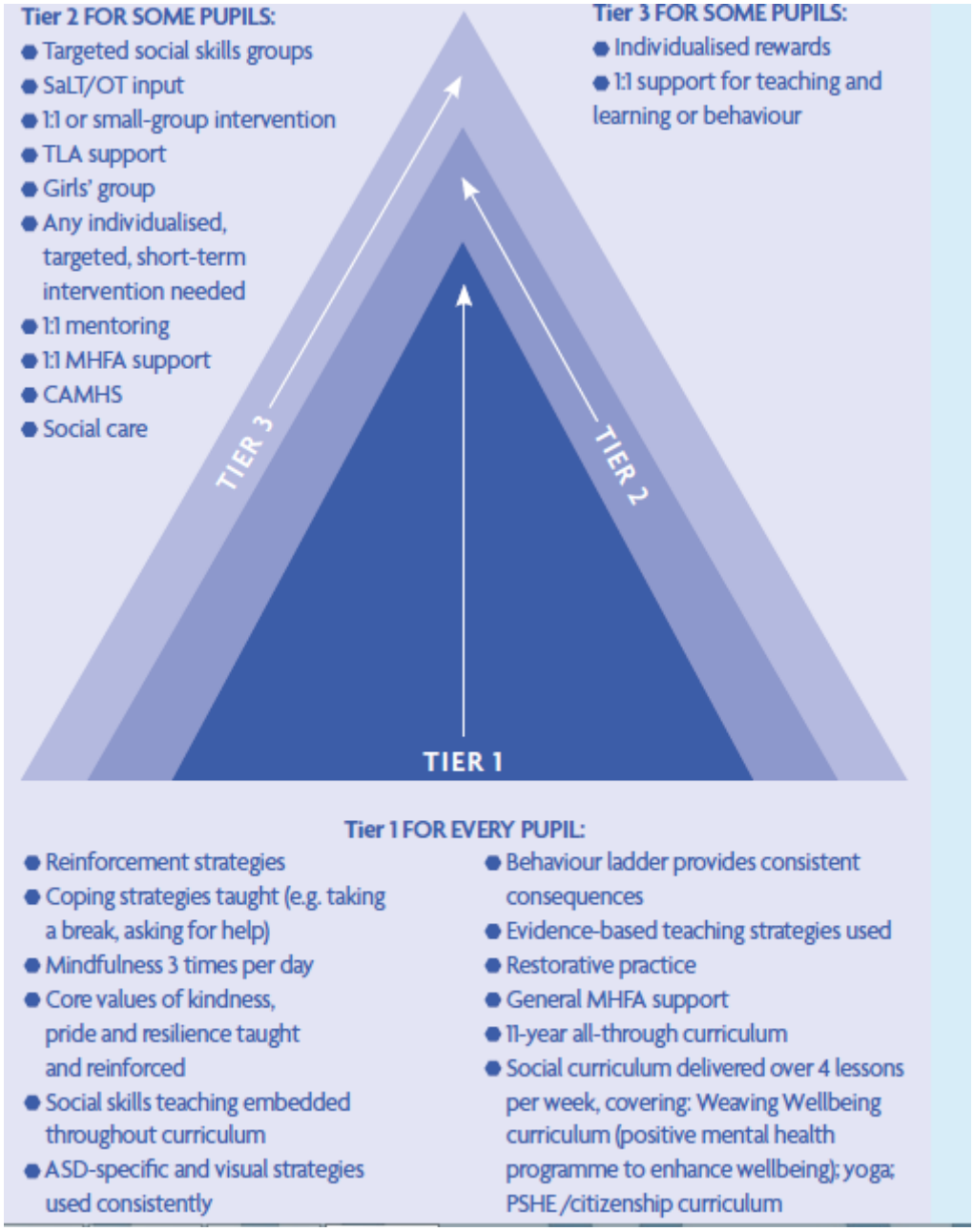
We have high aspirations for all of our pupils with SEND. In keeping with the principles of our School-Wide Positive Behaviour support framework, pupils are integral to their support plans. The wishes, views, opinions and feelings of our pupils and parents are always considered when setting academic and social targets for all pupils. All of our pupils have an EHC Plan and the annual review process offers further opportunities to ensure that the view of parents and pupils are sought.

Assessing and reviewing pupils' progress towards outcomes

All teachers carry out both formative and summative assessments, throughout the academic year. Formal progress is reported to parents every term, and parents' evening is a good opportunity to share and discuss this progress further.

All teachers and support staff who work with our pupils are aware of their individual needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Our 3-tiers of support for all pupils is provided via our School-Wide Positive Behaviour Support framework:



Supporting pupils moving between phases and preparing for adulthood

We are registered as 4-19 so Reception through to Year 14. However, our current cohort is Year 5 – Year 14. However, shouldpupils move on from us to another provision, we believe that a smooth, well organized transition translates into success for all parties. To this end, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEN

All of our pupils have an EHC Plan and all pupils have a primary diagnosis of Autism. All staff are responsible and accountable for the progress and development of all the pupils in their classes. We place as much emphasis on the acquisition of academic skills as we do on the acquisition of emotional and social skills and to this end we have a very comprehensive social curriculum. In addition to core academic subjects, pupils have access to a broad social curriculum which includes PSHE/Citizenship, weekly yoga, Mindfulness throughout the day and a dedicated and taught Wellbeing curriculum – Weaving Wellbeing.

We will also provide all of the interventions listed above within our 3-tiered framework of support.

Adaptations to the curriculum and learning environment

Whilst all of our pupils share the same primary diagnosis of Autism, we recognise that all pupils are individual and unique, therefore will always make the adaptations necessary to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Expertise and training of staff

Staff have access to, and are expected to engage with, a very high quality CPD offer. This includes:

All staff have Autism Education Trust Level 2 training.

All staff complete Module 1 of CALM which introduces staff to important concepts such as SWPBS, Trauma and Attachment. All staff who are based in classrooms also have Module 2 which is Physical Intervention training.

TLAs receive training on "Maximizing the Impact of Teaching Assistants" with a focus on different levels of scaffolding.

We run a "CPD menu" style of self-directed CPD and Autism features in:

(a) The Autism strand in which workshops are led on various topics such as social stories, use of visuals to structure reflective conversations etc.

(b) Self-Directed strand – access to online courses from NAS, Future Learn, documentaries and Ted Talks

(c) We have a well stocked staff library with a wide range of titles about Autism.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals
- Reviewing the impact of interventions after a number of weeks, to ensure that they are effective and having a positive impact
- Holding annual/transition reviews for all of our pupils, who all have EHC plans

Working with other agencies

We embrace multi-agency working where appropriate and having ongoing relationships with:

- Social care
- CAHMS
- Education and Welfare Officers
- Youth Offending Team
- Community police services

6. Monitoring arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

- This policy links to our policies on:

SEND

http://www.theriseschool.com/sites/theriseschool/files/157%20%20TRL%20T2%20The%20Rise%20Special%20Educational%20Needs.pdf

Behavior Support

http://www.theriseschool.com/sites/theriseschool/files/AaA_AaAST%20129%20T3%20Learner%20Behaviour%20Policy.pdf

The Rise School Model of Practice

http://www.theriseschool.com/sites/theriseschool/files/The%20Rise%20Model%20of%20Practice.pdf