

Riverside School

School Offer 2024-2025



National Autistic Society

Autism Specialist Award 2024



Mastery for All

Naace
The Education Technology Association



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Getting young London moving



ARTS COUNCIL ENGLAND



Artsmark Gold Award
Awarded by Arts Council England

Haringey LONDON

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LEARNING TO LIVE LIFE TO THE FULL

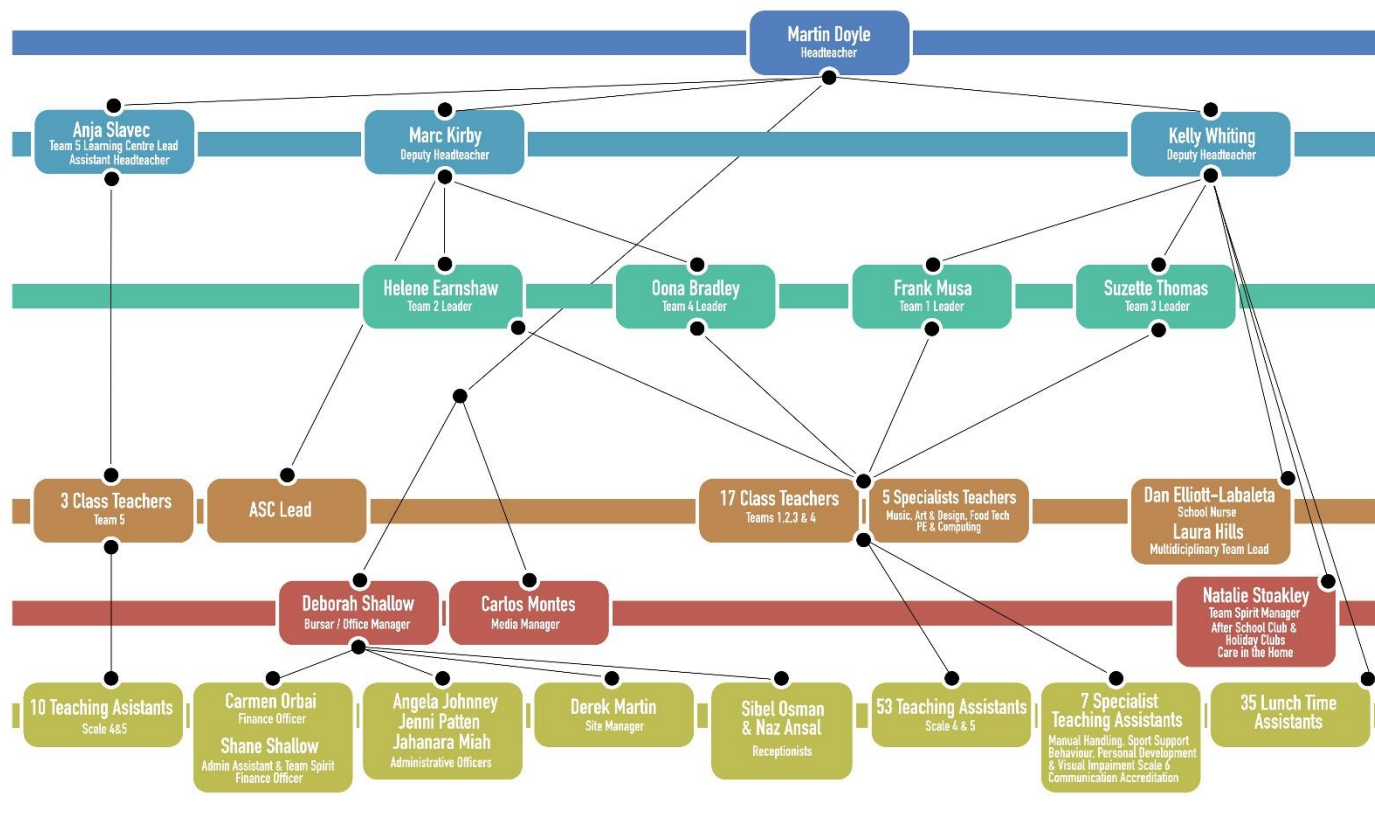
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Staff structure



Governing board

- Chair of governors** - elected by the board from one of the last three categories below
- Headteacher governor** - by self-election
- Staff governor (1)** - elected by the staff
- Parent governors (2)** - elected by parents
- Co-opted governors (7)** - appointed by other governors
- Local Authority governor (1)** - appointed by the council

Riverside's Provision

Riverside is a successful 175-place Haringey community secondary special school. The school is located on the same site as Mulberry Academy Woodside which enables a range of inclusive group activities to take place between the schools.

Students at Riverside experience a wide range of general, moderate, complex, severe and profound and multiple learning difficulties, from the highest functioning to the most complex. Approximately two-thirds of the school's population have a diagnosis of autism, one third a variety of other needs.

The school is organised into five Teams. The age ranges are Teams 1-3; 11-16, Team 4; 11-19, Team 5; 16-19. Teams 1-4 are grouped according to common levels of independence and needs within the Teams; Team 5 is based in an off-site provision covering a wide range of needs (*see page 6 for details*).

Our Vision

- We ensure that students, staff, parents, governors, and supporters feel welcomed, valued and involved.
- We help all students develop high self-esteem, independence skills and an enthusiastic attitude to life and learning.
- We deliver learning programmes to enable all students to make a success of their schooling and their lives.
- We value and promote students' active and inclusive engagement in wider society at a time of accelerating change.

Our Aims

- To ensure that inspirational teaching is at the heart of the school's work, and that, consequently, students make the best progress possible in developing their knowledge, skills and understanding.
- To deliver a broad, balanced, and relevant curriculum in which learning is creative, challenging and rewarding, and through which students can develop and thrive according to their individual needs.
- To provide a safe, healthy, and stimulating learning environment where clear boundaries for students are respectfully communicated and consistently reinforced.
- To develop students' communication skills, and encourage self-confidence and a positive attitude to learning, enabling all students to interact effectively, express their preferences and needs and participate in decision-making.
- To develop students' relationship skills, encouraging shared values and sensitivity to others, and promoting self- and peer-advocacy.
- To ensure that all students feel part of the whole campus community and that inclusion between Riverside and Mulberry Academy Woodside is promoted, following core principles of mutual respect and the celebration of difference.
- To ensure that all students have access to accredited courses according to their abilities and interests and provide vocational training and work experience to help students prepare for adult life and become confident citizens.
- To enhance students' links with the wider community, supporting them according to individual need in experiencing and engaging with the broadest possible range of activities and settings.
- To maintain a staff culture of high-quality continuous professional development in which skilled, reflective practitioners effectively support students' learning.
- To ensure that every culture and heritage at the school is valued, understood, and embraced for its richness and diversity, that all equalities issues are effectively addressed, and that any revealed prejudices are rigorously challenged.

Inspections & School Reviews



OFSTED INSPECTION – April 2022

Overall effectiveness: **Good**

Behaviour and attitudes: **Outstanding**

Leadership and management: **Good**

The quality of education: **Good**

Personal development: **Outstanding**

Sixth-form provision: **Good**

- ‘Pupils and staff enjoy first-rate, trusting relationships. Staff are experts at managing pupils’ behaviours. They do so with consistency’.
- ‘Leaders prioritise teaching pupils to communicate effectively’.
- ‘Staff promote a love of reading by using a range of class texts in lessons and by reading to all pupils. This includes pupils with profound needs. Staff help pupils recognise sounds that are meaningful to their lives. Staff make learning fun and engaging.’
- ‘The school has an effective careers information, education, advice, and guidance programme. Pupils take part in work experience. For example, Year 11 pupils are engaged in a school business enterprise of washing cars.’
- ‘The school has an extensive programme for pupils’ enrichment outside the classroom. It makes a wonderful contribution to pupil’s personal development’.
- ‘Pupils take part in joint projects with overseas schools. They also visit museums, participate in a Shakespeare Arts Festival, and enter Art competitions. Pupils learn to cycle and to use public transport safely. They regularly put on Musical showcases.’

NATIONAL AUTISTIC SOCIETY, AUTISM ACCREDITATION SPECIALIST AWARD – May 2024



- ‘Autistic students are treated with dignity, status and respect and are provided with meaningful positive feedback to boost confidence, self- esteem, and self-worth. Precise and genuine praise was offered.’
- ‘Each autistic student is supported to socially interact with peers during lessons. Many observed lessons involved students being supported to take part in structured and purposeful social skills activities where shared attention, turn taking, sharing and group learning was supported effectively by staff.’
- ‘Excellent lessons were observed where students learned about relationships through a story supported by relevant props to learn about feelings. Adults joined in during art activities whilst delivering excellent total communication support. Students learned about team work and working together in Lego therapy and reflected on their roles and paid each other compliments.’
- ‘Staff are confident in talking about how they support autistic students in becoming more independent and developing daily life skills and what progress has been made. Staff gave examples of students participating and performing at the Shakespeare festival where they created scripts and designed costumes.’
- ‘Staff provide the right level of support to enable each autistic student to experience a sense of completion and success whilst helping them develop skills of self-reliance and resilience. Good questions were asked and processing time was given to help students answer questions verbally or using visual supports. These were used effectively to encourage students to actively express preferences, make choice and take decisions.’

- 'Riverside is superbly resourced. Walking through the bright and airy, spacious corridors, students have the opportunity to use multiple breakout spaces across the buildings'.
- 'In classes, the pedagogical approach matches each Team's cohort. In Teams One and Two, more verbal, subject specific language is used. Students benefit from graduated tasks that match the level they are working at. In Teams Three and Four, more sensory learning takes place'.
- 'The unique makeup of the cohort at Riverside means that every member of the school community is committed to increasing students' cultural capital. This includes yearly democratic elections for school council and for head and deputy head boy and girl. These empowered and enthusiastic students are keen to talk about their roles. As the deputy head girl explained, 'We're here to help. One of my key jobs is to go and help in Team Four classes'.
- 'Students also build their cultural capital by the huge range of activities provided at Riverside. This includes after school clubs for bowling, swimming, cookery, art, drumming, cycling, gym, breakfast clubs, and hydrotherapy, but also making the most of London. This includes a sensory opera by The English Touring Opera, links with Tottenham Hotspur Football Club and theatre visits to the West End (to see hit shows such as Les Miserables)'

Arts and Sports Awards

GOLD ARTSMARK AWARD, (ACCREDITED BY ARTS COUNCIL ENGLAND) – 2023/24

- 'Riverside School is committed to the arts. Diversity is celebrated and promoted with creative practitioners working in school (e.g. jazz musicians / photographers) coming from many backgrounds.'
- 'The curriculum is differentiated to meet the broad range of needs and students have the opportunity to achieve Arts Award, NCFE and ASDAN accreditation. Where appropriate, attention is drawn to the creative and cultural industries as career choices. For example, the careers programme included organising a studio visit to BLINK for a student interested in animation.'
- 'Your many collaborations with a range of arts providers such as Shakespeare Schools, London Symphony Orchestra, English Touring Opera, Oily Kart, Groundswell Arts and Young V&A support you in offering quality arts, cultural education and arts experiences.'
- 'Students engage with the arts at their own pace, exercising choice in which arts experiences they wish to pursue such as choir, drawing club or weekly dance sessions led by Solestar.'
- 'Students have opportunities to perform, see performances, display their work and share this with a school in Slovenia.'

SCHOOL GAMES GOLD MARK – 2022/23

The School Games (Gold) Mark is the sports award that recognises effective engagement (provision and uptake) in school games against a national benchmark regarding keeping young people active.

Schools have to demonstrate:

- how they maintain and grow school engagement in school games and at least 60 minutes for each young person weekly.
- how they create positive experiences to ensure physical activity and competition reflect motivation, competence, and confidence with clear intent.
- that they have a clear focus on how secondary schools are engaging in school games.
- how they develop a positive character outlook for young people.
- how school games make a meaningful difference to the lives of young people.

Leavers' Destinations (Year 11s & Year 14s), July 2024

26 students left the school in July. All student leavers delivered recorded and/or live farewell presentations and received their accredited courses portfolios of achievement at a celebratory Leavers' Assembly at the end of term, attended by all school students and staff, and leavers' families.

13x year 11 leavers

took up places at Haringey Sixth Form College - Entry Level and Foundation Department.

2x year 11 leavers

took up places on the Sixth Form College Cross-Centre courses (from their base in the Entry Level and Foundation Department).

2x year 11 leavers

took up places at Barnet & Southgate College SEND Department.

1x year 11 leaver

took up a place at COHENEL (College of Haringey, Enfield & North-East London) SEND provision.

1x year 11 leaver

took up a place on the Mencap Project Search Apprenticeship Scheme.

2x year 14 leavers

took up places at Barnet & Southgate College 19-25 SEND Department .

1x year 14 leaver

took up a place at John Dewey College.

2x year 14 leavers

took up places in in Haringey Adult Social Care provisions.

2x year 14 leavers

have transitioned to home-care placements with support from Haringey Adult Social Care.

Admissions

Admissions to Riverside are agreed by Haringey's Special Educational Needs and Disabilities (SEND) Panel of the Children and Young People's Service, advised by the Educational Psychology Service (EPS) in negotiation with the school. Initial referrals of students (who, unless they are on an assessment place, will have an EHCP - Education, Health and Care Plan - and will be experiencing significant difficulties with their learning) can be at any age from year 6.

An annual cohort transfers from The Brook primary special school into Riverside's year 7, but also from many other special and mainstream primary schools at secondary transfer. On occasions students may enter during school years 8-11. Learning Centre students may be admitted at any time in years 12-14.

New parents are invited to visit and tour the school and talk to the headteacher prior to stating their preferences for their students. Once places are confirmed, Riverside teachers visit the host school to meet the student and their staff on an information-sharing basis.

In mid-July annually the school hosts a 'New Students' Induction Morning' where all new students come to Riverside and join the class and staff who they will be with in September. Later in July we host a 'Parents Induction Evening' where parents of new students, (and those whose students will be moving to a new class), visit the school for a briefing from the headteacher and then meet other parents and the new staff to share plans for September and visit the class. New parents also complete admission forms.

Induction and familiarisation programmes for new students can be bespoke according to individual need. For example, some students are better suited to attending the Induction Morning only, others may require a more extensive package which can include individualised taster sessions at Riverside.

Classes & Teams

There are 5 Teams at Riverside. Teams 1 consists of four classes, Teams 2 and 3 five classes, and Teams 4 three classes, organised according to common levels of independence and needs, divided by key stage rather than year group. Team 5 consists of three classes, organised on three levels of need.

Team 1: MLD (11-16, KS3/4)	Progress 8+, formal curriculum
Team 2: SLD (11-16, KS3/4)	Progress 8+/8, adapted curriculum
Team 3: SLD (11-16, KS3/4)	Sensory Progress 8
Team 4: PMLD (11-19, KS3/4/5)	Developmental 8
Team 5: MLD/SLD (16-19, KS5)	Specialised multi-dimensional curriculum

In Teams 1-4 classteachers deliver English, Maths, Science, PSHEE, (and accredited courses in KS4). Specialist teachers deliver Art, Music, PE, and Food Technology, (also computing with the Progress 8+ classes). Team 5 classteachers deliver a specialised 'Towards Independence' programme.

Organisation of the Teams

Each team is led by a Team Leader who leads on the curriculum for their team and monitors the quality of teaching and learning, ensuring that there are regular opportunities in the team for sharing good practice. In addition to whole school weekly assemblies, each team has their own weekly assembly. The make-up of classes within the teams is governed by group commonalities of need, levels of independence and learning capacity.

Classes are divided by key stage to allow focused support and teamwork regarding separate KS3 and KS4 areas of specialism. KS4 students take accredited courses in addition to preparing for transition to post-16 education, and KS5 classes have a particular focus on developing independence. In addition, in the Main School, most classes are differentiated between autism-specialist classes, and classes for other types of need. Some class groupings are better suited to a mix of students.

The Learning Centre classes provide for a range of students who have experienced significant barriers to their learning, be they medical, emotional, or behavioural. One class provides for students with low support needs, P-step 8-13 (Team 1 - Entry Levels/Level 1 equivalent) and the others for students with high support needs, P-step 4-10 (Teams 2 and 3, Standards 1-3 equivalent)..

Team 1 classes follow a group size model of 10-12 students per class, usually with two teaching assistants. Team 1 students may communicate wholly verbally, and the style of teaching may resemble a mainstream teaching model whilst still addressing students' individual needs. Classes in team 1 have a formal, subject-based curriculum.

Team 2 classes follow a group size model of 7-10 students per class, with two or three assistants. Students are taught using a range of augmented communication methods such as PODD, Makaton signing, and Communicate in Print, (a computing symbol resource). Classes in team 2 have an adapted, but still subject-based curriculum, augmented by a range of activities, therapies, and approaches according to class or individual need.

Team 3 classes follow a group size model of 6-7 students per class with three assistants. As in Team 2 staff use a range of augmented communication methods (PODD, PECS, and Communicate in Print), but also Intensive Interaction and Attention Autism. Students with lower support needs within the Team may require more structured subject-based learning to meet their needs. Other classes in Team 3 follow a sensory-based cross-curricular curriculum.

Team 4 classes follow a group size model of 6-7 students per class with three or four assistants. The core PMLD curriculum is delivered by the class team, although, (as with ASD classes), there is separate specialist subject teaching. Three specialist PMLD classrooms are located on the ground floor. These rooms contain equipment bays and overhead hoisting systems. Classes in team 4 have a sensory and developmental curriculum of teaching and learning.

Team 5 classes are based in our off-site Learning Centre annex and are organised into three classes. There are two classes for students with high support needs, and one for students with lower support needs. The curriculum is specialised, multi-dimensional and differentiated according to individual needs. The Centre's focus is on developing independence, communication, and social skills, helping students prepare for transition to adult life.

Staff Roles

Classteachers

All classes are allocated a teacher who holds responsibility for delivering core subject or cognition and learning programmes, and also pastoral care responsibilities.

In Teams 1, 2 and the lower needs tier of Team 3, the classteacher delivers lessons from the four core areas of English, Maths, Science (KS3 only) and PSHE/PSD programmes of study; in these subjects students' progress is measured and reported. In addition, these teachers deliver termly enrichment lessons, selecting from the enrichment menu according to the class's learning capacity, (drama, design and technology, geography, history, careers education and Spanish).

In the more complex classes in Team 3 and in Team 4 the classteacher delivers lessons within the core learning areas of Cognitive Development, Communication, Independence, and Physical Development, which, with the addition of four sensory specialist subjects, form the Developmental 8 curriculum.

Specialist Teachers

Four specialist teacher-led subjects (Music, Art & Design, Food Technology and PE) are delivered to all classes in all Teams, which - in addition to the four classteacher-led subjects in Teams 1, 2 and the lower needs tier of Team 3 - constitute the school's Progress 8 model. (The addition of computing constitutes a Progress 8+ model for Team 1).

In the more complex classes in Team 3, and in Team 4, specialist teachers deliver sensory-based programmes in their subject. Student progress is measured and reported in all these subjects.

The specialist teachers, (of which a small number are classteachers with particular expertise and experience in teaching a specialist subject), cover all classes across the school with weekly lessons in the specialist rooms. Their teaching includes the delivery of accredited courses in KS4.

Teaching Assistants (TAs)

All classes have between two and four TAs attached to the class. TAs support the teachers in delivering the students' learning and care programmes, working as a team under the classteacher's guidance. TAs' support for the teacher includes leading groupwork within lessons and inputting students' progress data.

Lunchtime Assistants

At Riverside a team of lunchtime assistants are deployed into all the play spaces, outdoor and indoor, at lunchtimes. They support the school's TAs in helping students develop social, play and social skills.

Apprentices

Over recent years Riverside has set up an apprenticeship scheme whereby ex-students can return to the school at age 19 to carry out paid apprentice placements. Currently apprenticeships are in IT.

Head Girl, Head Boy & Deputies

At the start of each school year Team 1 students and staff vote for a Head Girl, a Head Boy and Deputies for each. Candidates provide a presentation to voters beforehand. The role of the Head Girl, the Head Boy and their deputies is to offer a 'listening ear' for students across the school and try to help with solutions, with or without support from adults. The Head Girl, Head Boy and their Deputies visit the first governing board meeting of the year to introduce themselves, and then meet with the headteacher and senior staff regularly.

School Councils

There are two School Councils, one for Teams 1 and 2 students, the other for Teams 2 and 3 students, so that the communication approaches in each Council matches students' needs. The Councils meet half-termly to discuss school events, and to make recommendations to senior staff for ideas to improve and enrich the life of the school in such areas of curriculum topics, playtimes, lunches, and off-site visits.

Sports Ambassadors

Our Sports Ambassadors promote the values of sport to other students, both in terms of enjoyment and achievement and in developing healthy lifestyles; they are role models and champions for PE and school sport, encouraging other students to participate. They also forge links with external sporting organisations such as Tottenham Hotspurs Football Club.

Year 11/Year 14 Prom & Leavers' Assembly

Towards the end of the summer term annually, Year 11 and Year 14 students gather together for a celebratory prom. This is an opportunity for these students to celebrate their school life in a social setting. Year 10 students are invited to say their farewells to the year 11 leavers in a social context.

At the end of the summer term, we hold a Leavers' Assembly to which parents, governors and the mayor are invited. The whole school also attends, and students who are leaving record farewell messages, and those who can, make speeches.

Inclusion Links with Mulberry Academy Woodside (On Our Shared Campus)

Inclusion links with Mulberry Academy at Woodside are negotiated through various communication forums overseen by Riverside and Woodside teachers working collaboratively together.

For some students some engagement with the Woodside community through shared lunchtime activities, for example, may be appropriate. For others a variety of regular engagement activities may be suitable, such as joining in break-time activities and assemblies. Class groups may join classes for targeted modules in some subjects, or joint drama productions. Riverside year 11 students take up work experience placements in Woodside's canteen, and Woodside students can take up work experience placements in Riverside's Team 4 (PMLD) classes.

Woodside students are also able to join in certain lessons delivered at Riverside, in which the curriculum content and teaching methods may suit their individual needs, and some Woodside students operate on a dual registration model to this end. Woodside year 10 BTEC students visit Riverside regularly to learn about care skills needed with Riverside's more complex students.

Reports are written annually, publicising all events where there is shared engagement with groups of students from Riverside and Woodside. These could include joint Makaton workshops, National Theatre productions, Children in Need Day, World Book Day, Anne Frank Exhibition, Black History Month, Anti-Bullying Week, Creative Arts Week, LGBTQ+ History Month, Disability History Month and Duke of Edinburgh camping expeditions where students from each school go together. *(Detailed reports can be found on the school's website - [Beyond Lessons](#) – [Inclusion with Mulberry Academy](#)).*

NHS Therapies & the Multi-Disciplinary Team (MDT)

Riverside has access to a range of ancillary and support services; educational, physical, and medical that make up the MDT. Some will be based within the school; others are brought in as required. The school-based MDT link closely with staff groups to jointly plan for the delivery of therapy programmes.

A team of speech and language therapists, (SALTs), provided by Whittington Health in Haringey, are timetabled to help students with their speech, language, and communication, and to give advice and guidance to staff. The SALTs' therapy work is mostly carried out directly with students in pairs or small groups in the classroom, although blocks of individual therapy can be provided in some cases. Other support professionals include teachers of the hearing-impaired and the visually impaired, and the community dietician. An occupational therapist and a physiotherapist provide support for students in their disciplines, combining direct intervention programmes with advice and training to staff.

A nurse is based at the school to monitor, advise on and support students' general and specific health needs, and maintain close links with the local CAMHS-LD team. The nurse can make home visits when necessary. A cycle of student medical consultations is organised with the school doctor.

Access to the curriculum for the more complex Team 3 and PMLD/Team 4 students is through an MDT approach. The team comprises of many of the therapists and health professionals listed above, as well as specialist assistants for physiotherapy, OT, and trampoline/rebound therapy.

Parents who may need help and advice regarding support at home, respite care, benefits claims, housing circumstances or any other issue which impacts on their student, can schedule an individual appointment on surgery days by contacting the deputy headteacher with responsibility for parent links.

Music & Art Therapy

The school is fortunate in being able to provide two core complementary therapies for students: Music Therapy and Art Therapy. We find that for many of our students these therapies are more effective than talking therapies such as psychotherapy.

Music Therapy has been supported for many years by generous donations from the Tottenham Grammar School Foundation, and Art Therapy is match-funded by Respond. Tottenham Grammar also generously fund some other therapies such as Dance Therapy and Equine Therapy.

Educational Psychology Service (EPS)

Specialist Educational Psychologists are attached to the school, assessing students' educational needs as required, and offering psychological advice and support to staff and parents. Support can include consultations and observations (at school and in the home), and one-to-one or small group interventions to promote learning and emotional wellbeing. In addition the EPS can deliver staff coaching and supervision, and parental coaching in terms of strategies to use at home to enhance family relationships.

Student Progress

Our Team structure reflects how we organise students' learning and curriculum. Students are continually assessed to ensure that all aspects of learning are captured. Students' learning is assessed in two main ways: linear progress measures, and holistic progress measures, using our SOLAR recording system.

Linear progress measures

- Our P-Steps (Programmes) run from P1i to P16+ reflecting the full ability range of our school.
- Our P-Step measures are broad, multi-dimensional and evolving.
- The P-Step (programmes) are significantly different from the 'old' P Levels, which over-narrow.
- The principle of assessment is to check and identify what a student understands and what they need to learn next. This is done on a daily and lesson-by-lesson basis.
- All parents receive a termly report regarding their student's progress.
- Parents attend Parents Evenings in the spring and summer term to check on their student's progress.

Holistic progress measures (Key Skills)

- This holistic assessment system is dynamically linked to the non-linear learning targets (Key Skills) stemming from the Annual Review of the EHCP. This is a significant integration mechanism.
- We have 6 'areas of focus' in our Key Skills holistic progress measure: Communication Skills, Social Skills, Motor Skills, Independence Skills, Self-Care Skills, and Cognitive Skills.
- Students have Key Skills Targets set termly, which are evaluated at the end of each term. This progress information forms part of the report to parents each term.

Assessment

- Assessment and target-setting informs our day-to-day classroom and therapist practice for each student. Whenever possible, students are involved in their own assessment by reflecting on their experiences and assisting in setting their own targets. We aim to help our students recognise and take pride in their own achievements.

Recording

- Weekly class meetings are a forum for teachers and TAs to work together to plan lessons and to record student progress, in terms of our P-Steps SOLAR online assessment recording system.
- All students' progress is recorded on SOLAR, but Team 5/Learning Centre students also deploy Class Dojo which is a progress-recording system accessible by parents remotely on an interactive basis.

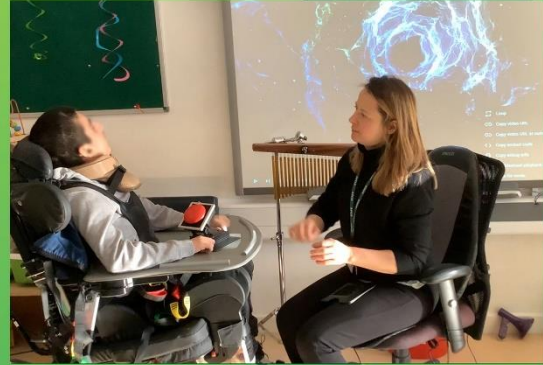
Team progress meetings

- Team progress meetings are held at the end of the autumn and spring terms. A range of progress data information, both linear and holistic, is prepared for these meetings between the class teacher and team leader. The progress of students towards their individual targets is reviewed in the meetings and, where issues relating to progress arise, either interventions are agreed or the underlying reason for reduced progress analysed and recorded in a contextual narrative.

Reporting

- We report to parents termly on the progress of their students using P-Steps assessments.
- Every student has an Annual Review meeting at some stage of the school year, during which targets, and an updated Holistic Learning Programme is agreed. The meeting is an opportunity for parents to discuss their student's progress in all areas of the curriculum with the class teacher and a senior member of staff. Parents receive a copy of the written annual review report in advance of the meeting. Other professionals may attend the meeting when appropriate (e.g., SALTs/EPS). Students join the start of the meeting and stay for as long as they are able to engage.





Curriculum: Progress 8 and Progress 8+ (progress-measured subjects), Teams 1-3

Progress 8 subjects are taught in Teams 1, 2 and 3 (in sensory form in Team 3)

1. English / 2. Maths / 3. Science (KS3 only) / 4. PSHEE/PSD.

Four subjects taught in discrete lessons/sessions by classteachers.

In addition, these students also have weekly lessons taught by specialist teachers in their own rooms.

5. Music / 6. Art / 7. Food Technology / 8. PE. (+ Computing in Team 1)

1. English

English teaching, (which includes speaking and listening, augmented and assisted communication, reading and writing), is fundamental to participation and achievement for our students in all curriculum areas. Learning to communicate well is crucial to our students' development, the relationships they form and their links to the wider community.

The English curriculum is delivered through a total communication framework including both verbal and non-verbal systems of communication including speech, intensive interaction, touch-cues, objects of reference, photographs, gestures, Makaton/BSL signs and symbols. Teachers and SaLTs work together to implement individual targets and programmes for students.

Reading is an essential skill for all our students, whether this is identifying social sight vocabulary out in the community or reading for information and for pleasure.

At Riverside we use a variety of teaching strategies to suit individual needs such as reading schemes, whole word recognition and symbols.

All classes study phonics for three hours per week in ability-balanced cross—class groups.

Students are given access to a wide range of fiction and non-fiction including stories, poems, drama and daily newspapers to extend their understanding of the world around them.

2. Maths

Team 1 students can access the more 'formal' Maths curriculum where a wide range of teaching styles and resources, (including Maths games, calculators, and online resources), are used. Maths is also taught as a cross-curricular subject linked to other areas of the curriculum; for example, using and applying Maths in real situations such as use of money in shopping; or café sessions where matching, sorting, sequencing, counting, and money skills are required.

In teams 2 and 3 Maths is taught through pre-formal and semi-formal methods and for these more able students', emphasis is placed upon students understanding basic numeracy and its practical application such as the use of money, time and problem-solving.

3. Science (KS3 only)

Science can be described as the exploration and investigation of the world around us. Our aim is to provide the context for focussed exploration leading to a generalised understanding of the world in which our students live at the appropriate level to ensure relevance for the individual student. We provide opportunities for students to have an experience of science at different levels, through activities ranging from sensory stimulation to the observation and recording of changes in the natural world.

Science is delivered through a modular approach in 'Enquiry', which includes aspects of Chemistry, Physics and Biology ranging from informal to formal means of learning.

Students take part in scientific experiments and are encouraged to observe and make predictions. Students are encouraged through sensory practical experiences to develop their scientific knowledge through the exploration of their world. Science is linked closely to D&T, for example, learning about heating and cooling in cookery; recycling, planting, and growing. In the school's orchard students can grow spices, herbs, and vegetables for use in the Food Technology/cookery room.

4. Personal, Social, Health and Economic Education, (PSHEE)

Includes CEIAG (Careers Education Information Advice & Guidance), RSE (Relationship & Sex Education) and Citizenship

PSHEE helps all students develop as individuals in a changing society. Students learn to understand themselves physically, emotionally, socially, and sexually and to understand their relationships with others. In particular, PSHEE is seen as offering our students opportunities to make choices and decisions; develop personal autonomy by having a degree of control over their own lives, make a difference or make changes by their individual or collective actions and find out that there are different viewpoints which lead to a respect for the opinion of others. Self-help and independence skills, ranging from eating and drinking through to independent travel training are taught through individual programmes. Much of the content of this subject area is taught through an emphasis on choice/decision-making. Careers education sits under the 'Economic' umbrella and is taught through a variety of enterprise projects where students are given the opportunity to experience vocational and work simulation skills. Awareness of the world of work is raised through educational visits to a range of public facilities and places of work. Independent travel skills are taught to Team 1 students for whom it is safe to do so. Year 11 students in Teams 1 and 2 and Class 5A in Team 5 undertake off-site work experience, and other students on-site work experience (see 'Work Experience' below). A further element of the school's work in this area includes preparation for post-16 education. Relationship and sex education (RSE) lessons are provided at Riverside, (*Parents have a statutory right to withdraw their student from RSE lessons*). We also develop PSHEE through activities and whole-school events. Individual and group achievements are recognised and celebrated at weekly assemblies. Educational visits and integration programmes enable students to move from contact with others in class and school to community involvement. As there is a significant overlap between the RE programme of study and the aims of PSHEE and Citizenship, they sometimes coincide. Multicultural assemblies and the celebration of festivals in RE enable students to move from a personal to a wider perspective. A Sustainable school is one that is guided by the principle of care for oneself, care for each other and care for the environment. Through its sustainable programme, Riverside is able to look outwards to engage with its local community and have a global perspective. This wider, more inclusive vision is reflected in the strong emphasis placed on student voice and the importance of involving students in decision-making whenever possible.

Music

Music is an effective and successful means of engaging students at all levels and provides access to many areas of the curriculum with high levels of enjoyment. The social skills of turn-taking and sharing can be generalised naturally in Music lessons. Hand function key skills can be generalised by holding beaters, reaching, touching, manipulating different surfaces e.g., drum skins, cymbals, chimes.

All students have weekly Music lessons from a specialist Music teacher, using a wide range of instruments. Lessons are geared to the particular learning levels of the class and the development of skills range from playing instruments individually and collectively to simpler call and response activities. Individual instrument tuition in guitar and piano is offered for students who can access such provision. Students with an interest in singing can join the school choir which performs at various key events during the year in particular during the Christmas period.

The school holds an annual '*Creative Arts Week*' during which a variety of Artists are invited into school to provide a comprehensive programme of performances and workshops.

Weekly Music therapy is provided for many individuals and small groups of students, to address their emotional and communication needs, generously funded annually by the Tottenham Grammar School Foundation.

Art & Design

Students explore the language and meaning of Art and Design through engaging in a comprehensive curriculum spanning the full spectrum of ability levels. The curriculum includes elements of line, tone, colour, pattern and texture and students have the opportunity to learn a variety of techniques ranging from portrait painting, reduction printing and ceramics through to sensory based therapeutic activities at PMLD level where students experience light, textures and colour. All Art and Design practice in the school follows the principle that the creative act is the ultimate goal, and this is valued and honoured however this may manifest itself. Art and Design is an opportunity for personal growth and achievement and also for play and expression. Students are encouraged to explore and express their identity and inner life through the subject.

Art and design is linked to community settings. Students' work is displayed at Tottenham Leisure Centre and at the yearly Hoffman Foundation Exhibition. Students engage in workshops at central London galleries and Art practice in the school is influenced by the work of a variety of artists.

Food Technology

The school's Food Technology curriculum includes cookery and Food Technology and is taught through weekly lessons led by a specialist teacher in the Food Technology room or with their class teacher. Students' understanding of the importance of healthy eating and healthy living forms a key part of Riverside's work. Students learn about menus, food hygiene, food combinations, proteins/vitamins etc. according to their level of understanding. On occasions classes will make their own lunches and/or make lunches for staff to purchase. Independence in food preparation is encouraged and supported.

Physical Education, (PE)

The PE curriculum provides for students' increasing self-confidence in their ability to manage themselves and their bodies with a variety of movement activities. A balance of individual, team, cooperative and competitive activities provide for preferences, strengths, and needs.

Sports taught at Riverside include football, hockey, cricket, basketball, rounders, tennis, badminton, volleyball, athletics, dance, gymnastics, fitness, soft play, sailing, climbing, cycling, and swimming.

Trampoline/rebound therapy is also offered to students on an individual/small group basis. We have links with '*Haringey Tennis Development*', '*Step into Dance*', '*Cycle Training UK*', '*The London Community Cricket Association*', '*Haringey Sports Development*' and '*Tottenham Hotspur Football in the Community*', all of whom support coaching, extra-curricular activities, and visits.

Inter-school competitions are organised against other special schools in basketball, football, cricket, athletics, Boccia and New Age Kurling using Riverside's hall and Woodside's Sports Hall and pitches. Riverside holds a sports day annually with all students taking part in athletic competitions. A variety of supervised sports activities are made available for students during breaks and lunchtimes. This includes daily access to bicycles and tricycles for cycling round Riverside's playground circuit.

Progress 8+. Computing (Team 1 and upper tier Team 2)

Specialist computing is taught as a discrete progress-measured subject in Team 1 and the upper tier of Team 2, but IT in general is a cross-curricular taught skills-set supporting schemes of work in all areas of study. Computing aims to support learning across the curriculum and to equip our students for life in a growing technological age. A specialist computing teacher leads on the development of computing throughout the school. The school has interactive whiteboards, (IWBs), in all classrooms and other specialist areas. There is a specialist computing suite equipped with a wide range of computing hardware. An IT Functional Skills course is followed by KS4 Team 1 students leading to a qualification in this subject at an appropriate level – i.e. Entry Levels 1, 2, 3 and Level 1.

(Regarding the curriculum summaries above, please note - full details of the school's curriculum offer can be found in 8 documents in Curriculum under Learning on the school's website.

Curriculum Tables

Team 1		Progress 8+ Subjects	
MLD - Moderate Learning Difficulties Curriculum (Standard 5 - Working towards KS3 Expected Standard)	English Maths Science PHSE/SRE (ASDAN KS4 only)	Music Art & Design Food Technology PE-Physical Education Computing	
Holistic Measured Skills			
Key Skills	Cognitive Skills Communication Skills Independence Skills	Motor Skills Self-care Skills Social Skills	

Team 2		Progress 8+ Subjects	
MLD - Moderate Learning Difficulties Adapted Curriculum (Standard 2 - Standard 4)	English Maths Science PHSE/SRE (ASDAN KS4 only)	Music Art & Design Food Technology PE-Physical Education Computing	
Progress 8 Subjects			
SLD - Severe Learning Difficulties Formal Curriculum (Standard 2 - Standard 4)	English Communication Independence Physical Development	Music Art & Design Food Technology PE-Physical Education	
Holistic Measured Skills			
Key Skills	Cognitive Skills Communication Skills Independence Skills	Motor Skills Self-care Skills Social Skills	

Team 3		Progress 8 Subjects	
SLD - Severe Learning Difficulties Curriculum (Standard 1) Higher Tier	English Maths Science PHSE/SRE (ASDAN KS4 only)	Music Art & Design Food Technology PE-Physical Education	
Developmental 8 Areas			
SLD - Severe Learning Difficulties Curriculum (Standard 1) More complex	Cognitive Skills Communication Skills Independence Skills	Motor Skills Self-care Skills Social Skills	
Holistic Measured Skills			
Key Skills	Cognitive Skills Communication Skills Independence Skills Motor Skills		

Team 4		Developmental 8 Areas	
PMLD - Profund & Multiple Learning Difficulties Curriculum (Pre-Standard 1)	Cognitive Communication Independence Physical Development	Sensory Music Sensory Art & Design Sensory Food Technology Sensory PE-Physical Education	
Holistic Measured Skills			
Key Skills	Cognitive Communication Independence Physical Development	Sensory Music Sensory Art & Design Sensory Food Technology Sensory PE-Physical Education	

Team 5		Multi-dimensional Curriculum	
MLD - Moderate Learning Difficulties Curriculum (Standard 5 - Working towards KS3 Expected Standard) Specialised Multi-dimensional Non - Linear Curriculum (Standard 1-Standard 3)	Functional Skills - English Functional Skills - Maths Functional Skills - ICT Transition to adulthood Keeping healthy in the community Independence Skills		
Holistic Measured Skills			
Key Skills	Cognitive Skills Communication Skills Independence Skills	Motor Skills Self-care Skills Social Skills	

KS4 Accredited Boards

Subject	Awarding Body	Level
Functional Skills in English	NCFE	Entry Levels 1-3 + Level 1
Functional Skills in Mathematics	NCFE	Entry Levels 1-3 + Level 1
Essential Digital Skills	NCFE	Entry Levels 3 + Level 1
Technical Award in Music Technology	NCFE	Level 1
BTEC Home & Basic Cooking Skills	Pearson BTEC	Level 1
Arts Award	Arts Award	Discover & Bronze Levels
Skills for Sport and Active Leisure	Gateway Qualifications	Entry Level 3
Personal and Social Development	ASDAN	Entry Levels 1-3
Personal Progress	ASDAN	Entry Level 1
Supporting Aspirations	ASDAN	Certificated Course
Youth Achievement	Duke of Edinburgh	Bronze and Silver Awards

KS4 Accredited Courses

NCFE Functional Skills in English

Functional Skills English qualifications enable students to develop confidence and fluency in, and a positive attitude towards, English. Students will be able to competently use English in the real world and gain a sound grasp of basic English knowledge and skills. They also help students progress into employment or further technical education and develop skills for everyday life.

NCFE Functional Skills in Mathematics

Functional Skills Maths qualifications enable students to gain confidence in using mathematics. They provide a foundation for students to progress into employment or further technical education and develop skills for everyday life. Students will show a sound grasp of the basic and underpinning Maths skills for each level, and apply mathematical thinking to solve simple problems in familiar situations

NCFE Essential Digital Skills

Entry Level Essential Digital Skills are ideal for students wishing to develop practical, transferable skills in ICT in order to work confidently, effectively and independently. They are suitable for a range of students and are fundamental for completing various wider qualifications and frameworks, such as Foundation Learning. Students can apply the skills they learn to scenarios in the workplace and everyday life.

NCFE Technical Award in Music Technology

This qualification is aimed at KS4 students with an interest in Music production and recording; it is designed as a level 1 qualification and uses the student's ability in Music across a range of creative and technical areas. Other skills developed during the course are performance-related, and students can present their work to audiences within the school, and through visits to other schools.

Pearson BTEC Home & Basic Cooking Skills

Students in KS4 can undertake a level 1 qualification Certificate in Food and Cookery. This qualification is designed for students with an interest in the subject. It provides experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships.

Arts Award

This Arts Award courses develop young people's artistic abilities, learning how to use raw materials, tools, and equipment competently; as well as research and experiment with techniques, materials and developing ideas for experimental pieces alongside their research and communication skills. This level involves them in the arts as creators and audience members and encourages them to take their first steps towards leadership by sharing their learning with others. This qualification develops art form knowledge and creativity alongside reflective practice, problem-solving skills, and confidence. Students complete a portfolio as their Arts Award journey progresses, explaining what they have seen, done, and learned along the way.

Gateway Certificate in Skills for Sport and Active Leisure

These qualifications are intended to provide students with a broad introduction to the sports and active leisure sector, equipping students with underpinning knowledge and skills specific to the sector alongside a range of transferable employability skills. They are designed to support progression to further learning and ultimately to work in sports and active leisure or other related sectors.

ASDAN Personal and Social Development

Team 1 students follow the 'Personal and Social Development' programme. This is taught through discrete lessons and is for students with higher levels of independence. Headline topics are: Becoming confident individuals who are physically, emotionally and socially healthy; Being responsible citizens who make positive contributions to society and embrace change; managing risk together with wellbeing.

ASDAN Personal Progress

Students in Teams 2 and 3 take the 'Personal Achievement' course which has a focus on preparation for adult life. Topics include: Daily routine activities, Dealing with problems, Rights and Responsibilities and Independent Living Skills. Learning in this programme can be through the delivery of the various other subjects areas, (Progress 8+ and Enrichment).

ASDAN Supporting Aspirations

Team 4 students follow our ASDAN 'Supporting Aspirations' programme, which is designed to better prepare young people with PMLD to plan for positive and meaningful life outcomes. Supporting Aspirations has been developed around the four 'Preparation for Adulthood' pathways: relationships, employment, good health, and independent living. Each pathway outcome is designed to highlight what needs to be in place for our students as they transition into adulthood.

Duke of Edinburgh Youth Achievement

For KS4 students for whom it is suitable, the school offers Youth Achievement Bronze and Silver Award programmes. In addition to course work, overnight trips are undertaken when students plan an expedition in the Epping Forest area, set up their tents, cook and, with supervision, fend for themselves during their hike along the expedition route.

(For KS4 Annual Results tables please go to the school's website - Learning – Accredited Courses & Results).

Post-16 Accredited Boards

Subject	Awarding Body	Level
Functional Skills in English	NCFE	Entry Levels 2/3 + Level 1
Functional Skills in Mathematics	NCFE	Entry Levels 1-3 / Levels 1/2
Essential Digital Skills	NCFE	Entry Level 3 + Level 1
Employability	ASDAN	Entry Levels 2/3
Towards Independence (10 courses)	ASDAN	Certificated Personal Achievement
Supporting Aspirations	ASDAN	Certificated Personal Achievement

Post-16 Accredited Courses

NCFE Functional Skills in English

Functional Skills English qualifications enable students to develop confidence and fluency in, and a positive attitude towards, English. Students will be able to competently use English in the real world and gain a sound grasp of basic English knowledge and skills. They also help students progress into employment or further technical education and develop skills for everyday life.

NCFE Functional Skills in Mathematics

Functional Skills Maths qualifications enable students to gain confidence in using mathematics. They provide a foundation for students to progress into employment or further technical education and develop skills for everyday life. Students will show a sound grasp of the basic and underpinning Maths skills for each level, and apply mathematical thinking to solve simple problems in familiar situations

NCFE Essential Digital Skills

Developing Essential Digital Skills are ideal for students wishing to develop practical, transferable skills in ICT in order to work confidently, effectively and independently. They are suitable for a range of students and are fundamental for completing various wider qualifications and frameworks, such as Foundation Learning. Students can apply the digital skills they learn to scenarios in the workplace and everyday life.

ASDAN Employability

Team 5 students follow the 'Employability' programmes of study which focus on the skills needed for work and provides an engaging framework (tackling problems at work, learning through work experience, enterprise, customer service) that can be taught alongside our curriculum or as a stand-alone subject.

ASDAN Towards Independence

The 'Towards Independence' programme of study further develops Team 5 students' independence and prepares them for adulthood. The programme offers an accredited formal recognition for small steps of achievement towards a larger goal. There are more than 70 modules which students can choose from, each supporting their future ambitions. Accredited recognition can be achieved through other areas of the curriculum or through bespoke ASDAN lessons which focus on distinct modules.

ASDAN Supporting Aspirations

Team 4 students follow our 'Supporting Aspirations' programme, which is designed to better prepare young people with PMLD to plan for positive and meaningful life outcomes. Supporting Aspirations has been developed around the four preparing for adulthood pathways which include: relationships, employment, good health, and independent living.

(For Post-16 Annual Results see the school's website - Learning – Accredited Courses & Results).

Curriculum: Developmental 8 – Progress-Measured Areas), Team 4

Developmental 8 areas of learning are delivered in the more complex Team 3 classes and across all the PMLD Team 4 classes. The four core Developmental 8 measured areas for these students are taught and progress measured by classteachers through discrete lessons/sessions but also as cross-curricular approaches in a cycle of termly themes:

1. Communication, 2. Cognition, 3. Independence/self-care, 4. Physical Development.

Alongside the four core areas, students in these classes also have weekly lessons taught by specialists in their own rooms:

5. Sensory PE, 6. Sensory Music, 7. Sensory Art, 8. Sensory Food Technology.

Teaching and learning in these areas focus on developing students' communication, understanding of the world around them, and their social interactions and relationships. Programmes are delivered through an integrated, holistic framework, meeting students' therapy and health needs. The school recognises that factors such as individuals' moods and energy levels, the time of day, comfort or positioning may all impact on our more complex students' capacity to learn, and therefore a sensitive approach is required at all times. Learning for these students may be through play, Intensive Interaction, Tacpac, devices such as Eye-Gaze and Big Macs, or other sensory approaches.

1. Communication

Communication is inter-woven throughout all areas of the Developmental 8 curriculum. Students at a very early stage of developing communication require people around them to be responsive to any attempts at communication. Through the development of routines, games and through the consistent response to students' behaviours, students are supported in developing an understanding of the ways in which they can have an effect on the people and the world around them. Intensive Interaction techniques are used throughout the curriculum to support the development of students' communication and social interaction skills.

Some students may then begin to develop more formal forms of total communication, and this is further supported through the use of Makaton, TASSEL on-body signing, AAC devices and early PODD or symbol books where appropriate. Lessons and sessions are designed to create opportunities for student to communicate and express their voice and opinion.

2. Cognition

Students at a very early stage of development need adults around them who can help them to explore and interpret the world. Lessons and sessions are designed to offer rich opportunities where student can handle and test out objects, look for patterns and sequences in experiences and generally extend their focus from the immediate to things further away. Staff provide opportunities for students to develop their independent thought and intentionality by designing motivating activities focusing on problem solving skills, motor planning, processing skills, cause and effect, anticipation, and curiosity.

Through their exploration of the world, students come to experience and sometimes understand the ways in which they can control their environment. This further supports their communication development as they move from being pre-intentional to intentional communicators.

3. Independence/Self Care

This area of the curriculum involves development and learning within the routines of personal care, self-care, independence, and emotional awareness. This area of study links directly with communication, physical development, and cognition. Independence/Self-Care focuses on encouraging and enabling our students to take an active role in such routines as eating, drinking, personal care, and hygiene routines. This area equally focuses on enabling student to develop self-advocacy.

PMLD students are some of the most vulnerable people in society so it is essential for their safety and future happiness that they are supported in every way to be known as individuals who can to assert their autonomy wherever possible. Lessons and sessions are designed to provide opportunities for students to develop emotional awareness, self-awareness, and to have awareness of and respond to the feelings of others. For example, students at this developmental level will need to be carefully observed at all times of the school day to determine how they communicate their likes and dislikes and how consistent they are in their responses to stimuli.

Where students appear to show a rejection of certain forms of touch or interaction, adults will need to react to behaviours consistently in order to input intentionality. Students need to be supported to understand that they can have control over their environment and their bodies at all times in all areas of the curriculum protecting their human right to be free and self-determined.

4. Physical Development

The school is well equipped in classrooms and around the school with ceiling hoists, and portable supportive equipment to enable students to participate in a wide range of physical activities school wide. We run weekly hydrotherapy and rebound therapy sessions, weekly specialised tricycles individual stretching and physiotherapy programmes, massage stories, and the handling and manipulation of toys and resources. Students with impaired mobility spend time accessing the curriculum in a variety of positions via standing frames, specialised seating, wedge supports, and staff work closely with the therapeutic team in implementing 24-hour postural management care plans. This includes specialised seating, standing frames, mobility aids, orthotics and carrying out stretching programmes.

Students who are physically impaired or who are still learning to move need a wealth of opportunities to move around both supported and freely. Not only is it important that students learn to move so that they can become more physically independent, but movement is vital for developing cognition and communicating skills. Specially adapted equipment means that we are able to offer a wide range of opportunities to help our students develop their movement skills.

Through movement, students experience vestibular (sense of balance) and proprioceptive (sense of where your body is in space) stimulation. Such stimulation can be limited where students have mobility difficulties, but these experiences are essential in helping students learn how to process sensory information and can help students regulate their emotional and behavioural responses to sensory stimulation.

5. Sensory PE

Sensory PE offers the experience of sports, games and competitions in a way that is modified and adapted to be fully accessible to students eliminating any barriers that may relate to physical or cognitive ability. Specially adapted equipment, in conjunction with experienced TAs, who provide individual physical support, enable students to engage as fully as possible in Sensory PE sessions. The trampoline plays an important part of Sensory PE. Our students are involved in sporting events including local friendly inter-school tournaments and events across London.

6. Sensory Music

All students have weekly Music lessons with a specialist teacher. Sensory Music links directly with the development of communication, cognitive skills, and physical development. Specialist Music teachers use a therapeutic approach to enable students to engage in call and response and turn-taking through musical conversations.

Students have access to a range of instruments and music technology and are encouraged to manipulate sound, make music along with using their own unique voice. Sensory Music is taught in both one-to-one and whole-group settings while working towards regular opportunities to perform.

7. Sensory Art

Students explore sensory based therapeutic activities where students experience and engage with light, textures, colours, and a wide range of materials. Exploration and manipulation within Sensory Art sessions contribute to deepening development across the four core areas, for example students can express preference, build on gross and fine motor skills and practice intentionality. Teaching and learning in Sensory Art sessions enable students to explore creatively and expressively individually or jointly with others.

8. Sensory Food Technology

Sensory Food Technology involves the handling, tasting and exploration of food, cooking and using and exploring related tools and equipment. Sessions are led by a specialist teacher in the food tech room or in their class with their teacher. Students can communicate their preferences and respond to new tastes and smells. They can use switches or adapted technology to activate appliances.

Enrichment Subjects (Unmeasured)

These subjects are studied as described below, but progress is not measured and reported as it is in Progress 8, 8+ and Developmental 8 subjects,

RE is taught to all classes – the other Enrichment subjects are selected on an as-and-when basis term by term, according to the class's learning capacity within the Teams.

Religious Education, (RE)

Religious Education at Riverside is a vehicle for promoting sensitivity to the needs and feelings of others and a respect for people of other cultures and beliefs. In the teaching of RE students learn about different customs, forms of worship, and the stories and beliefs underpinning the religion. Students are taught about the six main religions – Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism (and also Humanism), through weekly assemblies with follow-up lessons which provide the opportunity to share the different religions and cultural traditions of the school.

Drama

Elements of drama appear in a variety of class settings, ranging from role-play which could have a communication or self-expression focus, to cameo dramatic presentations prepared for assemblies. The school employs a professional actor for a day a week to lead a rolling programme of drama workshops and mini performances throughout the year. Many students also attend Haringey Shed, an inclusive performing Arts group which is an offshoot of the Chicken Shed Company. The group operates from Duke's Academy mainstream secondary school in the evenings.

Design and Technology

Design and technology lessons are delivered in a fully equipped D&T workshop which includes machine tools for students' use when appropriate. D&T teaching and learning is not only concerned with making products but with planning, developing, and communicating ideas plus evaluating uses. Students are able to develop skills in investigating, designing, making, and appraising products. Mini-enterprise projects linked to work-related learning are a practical way to develop D&T skills.

Geography

Cross-curricular work in geography is concerned with helping students to make sense of the environment and developing an understanding of their place within it, starting from finding their way around school and recognising familiar people and landmarks with a gradual shift away from the immediate locality to the wider environment. Other areas such as shopping, recording/discussing the weather are also addressed. Educational visits for the term in question can be linked to the geography module. Geography is also closely linked to residential school journeys where students gain knowledge and skills about the wider environment.

History

As with geography, modules are taken from the appropriate modified key stage programme of study. For many students their understanding of the past may begin with their own lives and recognition of past, present, and future events of meaning to them. Old photographs, Artefacts and day trip visits to museums and other places of historical interest are organised to help students understand the past. For students with complex needs cross-curricular work in history is accessed through e.g., relating days of the week to specific activities, understanding the terms *'yesterday, today, tomorrow'*.

Residential School Journeys

Nine annual residential trips take place in the summer term, offering places to all students in years 9, 10 and 11, regardless of levels of complexity of need. These trips play an important role in developing social and independence skills as students move through the school towards preparation for transition to post-16 education, or post-19 education or social care. Residential trips also enhance aspects of the formal curriculum:

- *A school journey to our link school in Slovenia, 'Center za Korekcijo Sluha in Govora' (Team 1 students)*
- *Six school journeys to Noah's Ark Children's Venture at Macaroni Wood in Gloucestershire*
- *Two Duke of Edinburgh camping and hiking trips to The Young Mariners Base, Cheshunt, Hertfordshire*

Students with high levels of independence can join a trip to our link school in Portoroz in Slovenia (Center za Komunikacijo, Sluh in Govor). Visits are made to parks, caves, and Art classes. Return trips are made to London and Riverside by the Slovenian students.

At Noah's Ark there are two available houses, one of which is specially adapted for students with complex physical disabilities so that we are able to offer places to all students regardless of their level of physical or learning disability. The trips' emphasis is on developing independence skills, according to levels of independence, through communal cooking and the sharing of tasks, but leisure activities and off-site trips are also included. Activities include barbecues and bonfires, cycling and local field trips.

Students undertaking the Duke of Edinburgh Silver Award join Woodside students and make two visits to The Young Mariners Base in Cheshunt in Hertfordshire annually; each trip is two overnights and three days. On each trip students are required to plan an expedition in the area, set up tents, cook meals and hike along the expedition route, with their achievements going towards their final accreditation.

(Details of the school's residential school journeys can be found on the school's website - [Beyond Lessons – Educational Visits/School Journeys](#)).

'Out and About' (School Charity)

'Out and About' is a school association with charitable status which raises money to support the costs of Riverside's educational day trips and residential school journeys.

Day trips and support students' learning across the curriculum and will include art galleries, museums, theatres, sporting events, (eg Wimbledon, Wembley), musical performances and city farms.

Funds for 'Out and About' are raised from larger charitable organisations and from donations. Donations should be sent to the Treasurer, Jenni Patten, in the school office. 'Out and About' receives organisational support from friends and parents as trustees. New members are always welcome.

Work Experience - Year 11 & Post-16

All students in year 11 in Teams 1 and 2 have off- or on-site work experience placements weekly on Thursdays throughout their last year of school to help them prepare for post-16 education and the world of work, or future training as adults. Placements develop independence skills as well as raising self-esteem.

For some Team 1 students these placements can include music production, restaurant service and office administrative placements, teaching assistant work in local special and mainstream primary schools, care work in local nurseries, supervisory work in The Markfield Scheme which provides play opportunities for students with disabilities, car wash programmes or work in the Woodside kitchens.

Students in year 11 in Team 3, post-16 students in Team 4 with higher support needs follow programmes of internal work experience, which can include tasks such as delivering messages, shredding paper, litter picking and small gardening tasks as well as other sensory experiences.

Post-16 students in Team 5 also participate in off-site or on-site work experience placements every Thursday throughout their time at the Learning Centre. For some students, this helps transition into Post-19 education placements, supported internships, employment, or training, as appropriate. For others, it provides valuable experience and skills as part of their preparation for adulthood.

(For Work Experience reports see the school's website - [Beyond Lessons](#) – [Work Experience Reports](#)).

Student Development & Behaviour for Learning

Working in partnership with students and their families, Riverside School seeks to provide a safe and caring environment in which effective communication is the key to effective behaviour management. Our belief is that students who feel valued and have high self-esteem will behave well. Consequently, staff seek to praise good behaviour and draw out positive qualities in all students.

Purposeful learning takes place through the development of positive relationships between staff and students based upon trust and mutual respect. Recognition of effort and achievement are marked through approaches such as certificates given out in assemblies and 'special work' displays.

When behavioural challenges do arise, they are addressed through the school's Behaviour Management Policy (which can be found on the school's website under the 'Wellbeing' tab). Some students will have Behaviour Programmes to help staff develop sensitively individualised approaches to the management of their behaviour and also help students begin to self-monitor and manage their behaviour themselves.

Safeguarding our Students

Riverside School is committed to safeguarding and promoting the welfare of every student, and we expect all staff, governors, students, volunteers, and friends of the school to share this commitment. Safeguarding awareness and procedures form an important part of every adult's induction into the school, and regular refresher training is carried out with all staff.

When necessary, reporting procedures are followed by staff under the guidance of the school's three trained and accredited Designated Safeguarding Leads (DSLs), in order to effectively safeguard the health, welfare and safety of students. The headteacher is the Lead DSL, and there are four deputy DSLs.

It is not the school's role to undertake investigations. We will always seek to work in partnership with parents and try to ensure they are fully informed of any action concerning their student. However, the welfare of the student will always be the paramount consideration. To avoid unnecessary misunderstandings around this very sensitive area, we always ask parents to let us know about the cause/circumstances of any injury however minor, that any student may sustain outside school.

School staff or the school nurse may telephone home if there are unexplained issues and will need to be satisfied that there is no cause for concern. The school, in turn, will always let parents know when a student has had an accident/incident in school either by telephone or in the home/schoolbook, dependent on the circumstances. Written records are kept in school of all accidents and incidents with evidence of actions taken, and any lessons learned.

All students are allocated a Wellbeing folder when starting at the school. New parents are informed of the Student Wellbeing Multi-Agency Group (MAG) protocols (see below) and the processes regarding the MAG's work at Riverside and signed agreement is sought from all parents.

Student Wellbeing MAG (Multi-Agency Group)

The school hosts fortnightly Student Wellbeing MAG meetings throughout the school year. The group discusses any students for whom there may be worries about their health and wellbeing from a medical, emotional, psychological, behavioural, social, or safeguarding perspective. All meetings are attended by a core group which consists of:

- *Headteacher (Lead DSL)*
- *Deputy Headteacher (Deputy DSL)*
- *School Nurse*
- *Therapies Lead*
- *Children with Disabilities Team (CwDT) Manager.*
- *Manual Handling Coordinator*

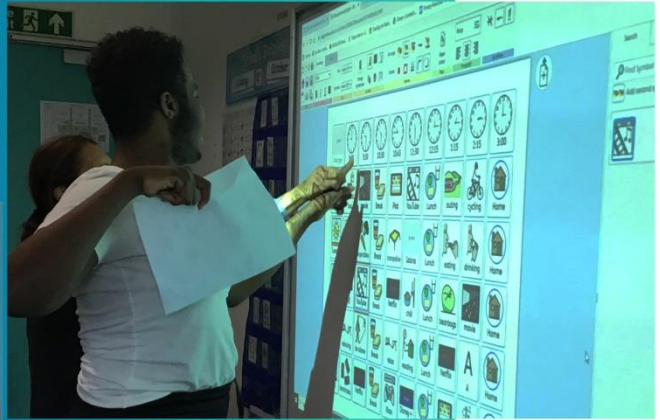
Other professionals invited to all or part of the meeting, according to the students being discussed, are: Classteachers, TAs; speech and language therapists (SaLTs); physiotherapist; occupational therapist (OT); consultant paediatrician; psychiatrist or psychologist from the Child and Adolescent Mental Health-Learning Difficulties (CAMHS-LD) Team; educational psychologist (EP); educational welfare officer (EWO); family support workers; Music and Art therapists; paediatric dietician; teacher of the visually impaired; teacher of the hearing-impaired.

During meetings the school nurse is able to access students' medical records (RIO), and the DCT manager can access DCT records (Framework-i), both electronically. Core group members and visitors to the MAG are bound by a code of confidentiality. Meetings are clerked, taking the form of updated, individual chronologies kept on a secure database.

The format of the meetings follows the 'Signs of Safety' model, considering three areas when thinking about students: What are we worried about? What's working well? What needs to happen next?

At the close of discussion about each student, a safety score of 1-10 is allocated. As the situation improves for students over time, they can proceed to a score of 10 in which case they are taken off the MAG list. (*For some students it would not be safe to take them off the list due to the nature of their medical needs – these students need high levels of vigilance at all times*).





After-School & Holiday Clubs & Support in the Home ('Team Spirit')

Students at Riverside can attend a range of after-school activities run by 'Team Spirit'. Activities include cricket, football, yoga, bowling boccia, swimming, environmental work, and enterprise activities. Students begin their club time at the end of the school day but need to be picked up by their parent at 6:00 pm from the Tuesday to Thursday clubs. Transport home is provided on Mondays only when student wheelchair-users with very complex needs have dedicated club time.

Students can also take up half-term and summer holiday club places. Activities continue from the after-school club menu, but with other activities added such as water sports and picnics. The school runs six weeks' clubs over the year, with the longer clubs in the summer holiday.

Team Spirit also provides a service for parents to receive support and respite at home. Support assistants from the school's staff group can be commissioned to help students at home in the mornings, afternoons, or weekends, including taking students out on visits.

Fees are charged for the after-school and the holiday placements, and for support in the home. Most parents use their Personalised Short Breaks Budget to pay for places (the school can advise parents on how to apply for a Personalised Budget which is through a RAS application form which goes to the social services Children with Disabilities Team (CwDT)).

Parental Engagement

One of the school's deputy headteachers is the Parent Engagement Lead. The Lead organises monthly Families Forum gatherings, inviting all parents to attend sessions themed to offer information, advice and guidance; these range from informal discussion forums to share experiences, group visits and invitations to guest advisers according to parental group requests.

Parents are encouraged to visit the school at any time by arrangement and staff are prepared to visit family homes in the interests of students. To sustain communication links between home and school, staff can commit to a number of home-school communication models according to parents' preferences, including daily or weekly home-school book write-ups, or weekly phone calls.

During the autumn term a Parents' Evening is arranged for parents to meet their student's class teacher and specialist teachers by appointment to discuss their child's progress. At the spring term Parents' Evening parents are invited to discuss and review their child's revised individual targets in the light of progress made during the first half of the school year.

Throughout the year (according to students' year groups) all parents are invited to the school by appointment to their child's Annual Review meeting, at which the EHCP (Education, Health, and Care Plan) is reviewed, and educational progress discussed. The school, parents and students all submit reports which are shared at the meeting before being sent off to Haringey SEND.

In July the school hosts a 'Parents Induction Evening' where parents of new students, (and those whose students will be moving to a new class), visit the school for a briefing from the headteacher and then meet other parents and the new staff to share plans for September and visit the class.

Help for parents and families experiencing difficulties, be they emotional, financial, or concerned with family relationships can be made through referrals to the Children with Disabilities Team (CwDT).

The Governing Board

The role of the Governing Board is to oversee the management side of the school with a view to providing the best possible learning experiences for all the school's students, working closely with the school leaders to monitor and evaluate the school's performance.

Governors ensure that the school's curriculum is effectively delivered; that school funds are managed economically and effectively; that students are protected from harm and supported in their learning, behaviour, and development; that procedures are in place for handling complaints and that delegated responsibility for the recruitment of staff and the staffing structure is maintained and monitored.

Governors are drawn from different parts of the community such as parents, staff, the local authority, and the local community. Riverside's governing board meets three times termly and, as with all schools, the first part of meetings are open to parents and the general public to attend as observers.

Learning Spaces & Facilities

At Riverside, although all students have bespoke core classrooms on both sites within their respective Teams, the school is, however, a unified community in which break-times, lunchtimes, assemblies are shared by all students on their site, regardless of the nature of their needs.

On the ground floor of the Main School there are six core classrooms, and specialist teaching spaces for PE and Science. Also, along with the school's shared Reception, administrative offices, Headteacher's office and senior staff offices, a Parents' Room, a hydrotherapy pool (with showers), a dark room, a soft-play room, meeting rooms and a large multi-purpose hall which allows for both daily PE and assemblies and other gatherings.

There is also a therapy suite with treatment rooms and facilities for speech and language therapists, physiotherapists, occupational therapists, art therapists, music therapists and the school nurse.

Outdoor spaces at the Main School include a large playground featuring a cycle track, play areas, sensory raised beds, and covered seating areas. At the front of the school there is an orchard where students can grow fruit.

On the Main School first floor there are eleven core classrooms, and specialist teaching rooms for IT, Food Technology, Music and Art. There is also a Library, a second Soft-Play Room and a Music Therapy Room. Also on the first floor there is a sports terrace for both teaching and leisure activities, and a Team 3 roof garden with swings and other recreational equipment.

Our Post-16 Learning Centre is based in an annex close to the Main School. The Centre contains three core classrooms, an assembly space, a domestic 'bedsit' equipped with a shower, kitchen, tv, sofa and a bed etc. for students to learn domestic and independence skills, and an indoor garden. The Centre is close to the Main School. There is easy access to Main School facilities such as the hydrotherapy pool, main hall, creative areas, and outside spaces, both during and after the school day.

The school has three minibuses to enable staff to take students out on educational visits to places of interest, and to take advantage of local facilities and the wider world of London, to support curriculum studies, social skills development, leisure pursuits and vocational awareness. (*Details of day trips can be found on the school's website - [Beyond Lessons](#) – [Educational Visits/School Journeys](#)*).

School Uniform & Property

Riverside's school uniform (for years 7-11) corresponds to Woodside's formal black and white uniform, but with a flexibility of style incorporated to allow for differing individual needs and choices. It consists of any plain white shirt, (t-shirt, polo, collared shirt); any plain black trousers/skirt (including jogging bottoms); any black jumper/sweatshirt; blazer (optional); blue/grey tie (optional); a school badge, (ties and badges can be purchased from the school office, as can rucksacks or drawstring bags with the school logo).

PE kit consists of tracksuit bottoms, a white shirt/t-shirt, and trainers. A letter goes home in September to parents asking them to send their student dressed in PE kit on the appropriate day.

Post-16 students are not required to wear school uniform, although they should still follow an appropriate dress code, which the school can advise on. It is always helpful if students' clothing is clearly marked with the student's name.

Independent travellers (only) are allowed to bring mobile phones to school since we recognise that they may need to contact their parents or the school en route. However, these students must hand in their mobile for safe keeping until the end of the school day, either to the classteacher or the office.

Health & Safety

Riverside has an on-site full-time nurse and a doctor who visits the school on a regular basis for parental consultations. Other health specialists either work part-time at the school or arrange cycles of visits. Parents should send written instructions for students bringing medication.

A senior member of staff is the designated health and safety officer and trained first aiders meet when required to monitor and update policies and procedures relating to health and safety issues. Risk assessment tours are undertaken, working to the school's comprehensive Health and Safety Policy.

Although Riverside has its own site manager, as a co-located school Riverside also benefits from the strategic supervision of a Campus Facilities Manager who lives on site and is able to oversee and implement the essential health and safety procedures for both schools, including fire-safety.

Travel to School

Transport (or Travel Buddying) is provided by the SEND Transport service for all Riverside students who are judged to require it, to and from school. Parents need to apply to the SEND Passenger Transport Department for these provisions explaining their need – application forms can be found on the council's website under 'Parents'. Parents who qualify are then notified of the pick-up times and locations.

Parents are encouraged to bring their student to and from school if they have the capacity to do so. Parents, Cab Escorts and Travel Buddies should wait outside under the shelters at the front of the school if they arrive before 9:00 am.

Riverside has an accredited Travel Trainer who can train students with the potential to do so to travel independently by public transport using bus passes or by cycling or walking.

In 2023/24 14 students travelled independently, 41 were brought in by parents, 3 were brought in by travel buddies, 100 came in on Haringey transport and 8 were sent in by other local authorities.

Attendance

It is in the interests of both parents and the school if absences through illness or any other cause, are notified to the school prior to, or on the day, by a written note or telephone call. (At Riverside we understand that attendance rates may be affected by the complex medical needs of some students).

Bus guides can act as contacts between parents and the school by bringing in messages. The school office should be notified when a student's absence is known beforehand.

Parents should not take their student out of school in term time for holidays. It is unfair to oblige students to miss out on the education provided for them. All family holidays should be taken during school holidays. Any parent intending to take their student out of school without permission from the headteacher will trigger a referral to the school's Educational Welfare Officer, (EWO), who will investigate the circumstances and may issue a fine.

In emergency situations only, if parents are hoping to take their student out of school in term time, they must seek written permission from the headteacher, and such requests will only be agreed to in exceptional circumstances. Permission is unlikely to be given even in emergencies since the principle of the students' educational needs coming first would normally override all other considerations.

A calendar of term dates is be sent home at the start of the school year, and reminder letters are be sent home at the end of each term reminding parents of the return date for students after the holiday. Details about attendance rates are available on request from the school.

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Lunch Arrangements

School meals are provided by the Woodside kitchens. There is a varied menu which includes vegetarian options and caters for different dietary requirements. KS3 Main School students eat lunch in two sittings in the hall annex. KS4 students also have two sittings, but they eat in a separate dining room in an adjacent Woodside facility. Team 5 students eat lunch in the Learning Centre annex.

Parents can pay for school meals using a secure online service, ParentPay. Please contact the school office for advice on setting this up. We no longer accept cash payments for meals.

Free school meals are available for families in receipt of certain benefits. Parents who may qualify should contact the office for a Free School Meals Application Form which must be completed and returned to the Local Authority.

Some parents may wish to provide a packed lunch for their student. We would ask that these do not contain sweets, chocolates, or fizzy drinks. Students should not share food with other students, since many suffer from allergic reactions to a range of foods, and others have complex medical conditions.

School Times of the Day

Teaching sessions am 9:00 am-12:15 pm.

Teaching sessions pm 1:15 pm-3:15 pm.

Morning break 10:30-10:45 am.

Lunch break 12:15-1:15 pm.

The majority of students arrive between 9:00-9:10 am on Haringey buses. However, students travelling independently or being brought in by cab or their parents are expected to arrive at school by 9.00 am.

Funding

Riverside School is a Local Authority maintained school. The school's budget is provided through core place funding plus a 'top-up' sum for each individual student according to their level of need. This sum is negotiated with the SEND Panel of the local authority concerned.

The SEND Panel works closely with the EPS, (Educational Psychology Service), to ensure accuracy of judgements regarding levels of need. Once the budget is agreed, the school organises each student's placement and provision of resources to effectively meet their needs.

Parents may occasionally be asked to make voluntary contributions towards the cost of materials for cookery and craft work, but all students take part in the full range of practical activities regardless. The school may request a contribution when a student wishes to take the finished product home. On the rare occasions when a student damages school property and has the capacity to understand what they have done, a contribution is requested towards the cost of repair.

Concerns

Parents are encouraged to contact their student's classteacher to discuss any concerns they may have about their student at school. Alternatively, parents may wish to contact a deputy headteacher or the headteacher in the first instance.

The Governing Board has a formal procedure for dealing with complaints from parents about their students' education, about staff –including the headteacher – and the actions of the school's governing board or the Children and Young People's Service itself. Guidance in how to use the procedure can be given by the headteacher, or by: The Head of Services for Pupils, Parents and Students, Education Services, 48 Station Road, Wood Green, London N22 4TY. 020 8489 0000

UK GDPR (General Data Protection Regulation)

Riverside School is committed to protecting the privacy and security of personal information. Our privacy notice describes how we collect and use personal information about students, in accordance with the UK General Data Protection Regulation (GDPR), section 537A of the Education Act 1996 and section 83 of the Children Act 1989. Riverside School is a 'data controller.' This means that we are responsible for deciding how we hold and use personal information about students.

Riverside 2024/25 School Calendar

AUTUMN TERM 2024

Training Days for staff (1/2)

STUDENTS BEGIN

Governing Board meeting 1

Training Day for staff (3)

Half-term Holiday

Team Spirit Holiday Club

STUDENTS RETURN

Governing Board meeting 2

Parents Evening

Christmas Fayre (parents invited)

Governing Board meeting 3

LAST DAY OF TERM (STUDENTS & STAFF)

Monday/Tuesday 2/3 September (School closed for students)

Wednesday 4 SEPTEMBER

Thursday 10 October, 6:30-8:30 pm

Friday 25 October (School closed for students)

Monday–Friday, 28 October –1 November

1 week, Monday-Friday 28 October –1 November

MONDAY 4 NOVEMBER

Thursday 11 November, 6:30-8:30 pm

Wednesday 4 December 4:00-6:00 pm

Wednesday 11 December 10:00-12:00 noon

Thursday 12 December, 6:30-8:30 pm

Friday 20 DECEMBER

SPRING TERM 2025

Training Day for staff (4)

STUDENTS BEGIN

Governing Board meeting 4

Half-term Holiday

Team Spirit Holiday Club

STUDENTS RETURN

Governing Board meeting 5

Parents Evening

Governing Board meeting 6

LAST DAY OF TERM (STUDENTS)

Training Day for staff (5)

Team Spirit Holiday Club

Monday 6 January (School closed for students)

Tuesday 7 JANUARY

Thursday 23 January, 6:30- 8:30 pm

Monday–Friday, 17-21 February

1 week, Monday–Friday, 17-21 February

MONDAY 24 FEBRUARY

Thursday 27 February, 6:30-8:30 pm

Wednesday 26 March 4:00-6:00 pm

Thursday 27 March, 6:30-8:30 pm

THURSDAY 3 April

Friday 4 April (School closed for students)

1 week, Monday-Friday, 7-11 April

SUMMER TERM 2025

STUDENTS BEGIN

Governing Board meeting 7

May Bank Holiday

Half-term Holiday

Spring Bank Holiday

Team Spirit Holiday Club

STUDENTS RETURN

Governing Board meeting 8

Sports Day (parents invited)

Transition Morning (for all new students to visit their new class)

Transition Evening (for new parents & parents of students changing class)

Governing Board meeting 9

Leavers Prom

Leavers' Assembly

LAST DAY OF TERM (STUDENTS & STAFF)

Team Spirit Holiday Club

TUESDAY 22 APRIL

Thursday 15 May, 6:30-8:30 pm

Monday 5 May (School closed)

Monday–Friday, 26-30 May

Monday 26 May (School closed)

4 days, Tuesday-Friday, 27-30 May

MONDAY 2 JUNE

Thursday 12 June, 6:30-8:30 pm

Thursday 26 June

Wednesday 2 July, 10:00-11:15 am

Wednesday 9 July 4:00–5:15 pm

Thursday 10 July, 6:30-8:30 pm

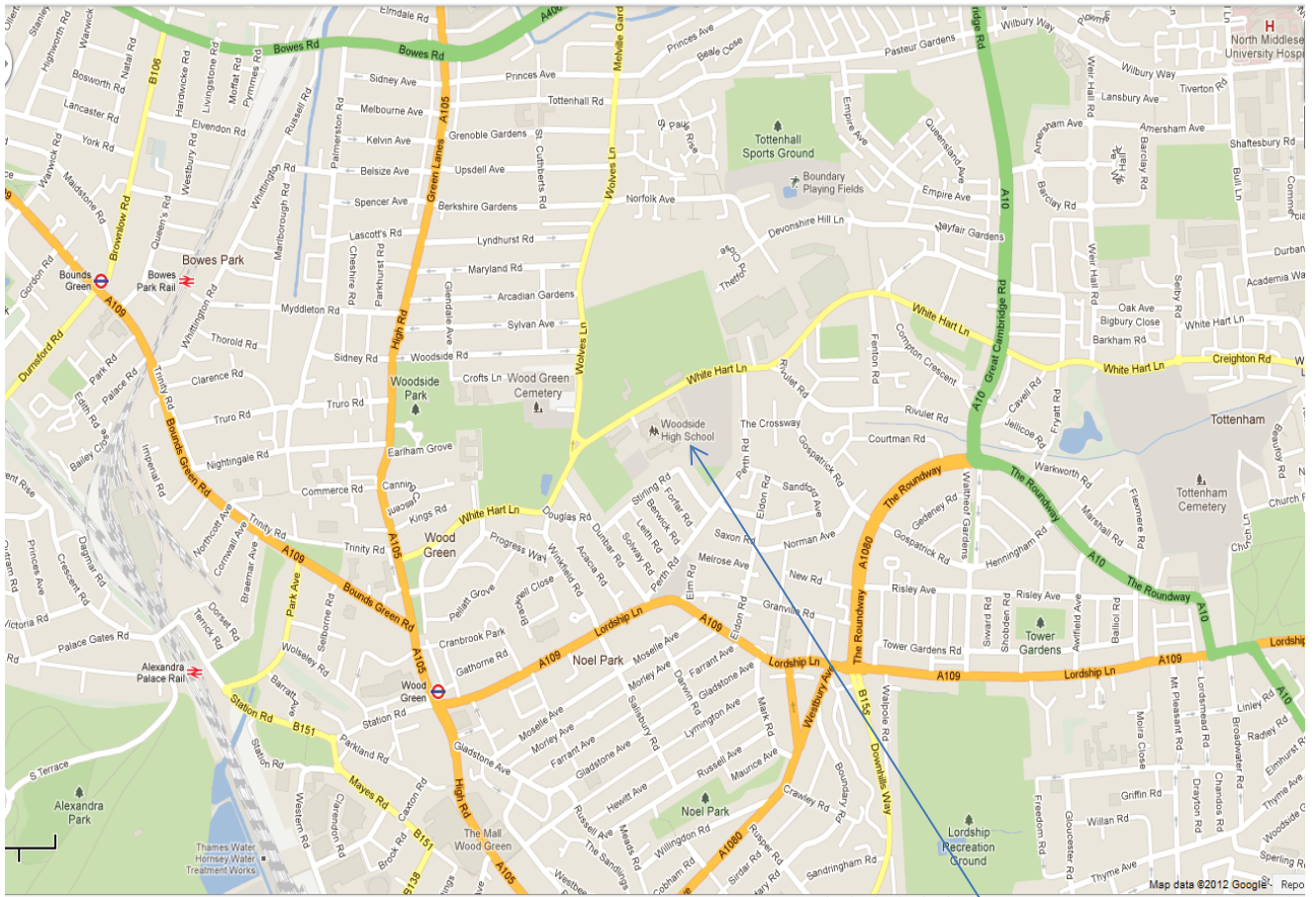
Tuesday 15 July, 3:30-6:00 pm

Friday 18 July, 10:00-11:15 am

Tuesday 22 JULY

2 weeks, Monday 28 July – Friday 8 August

How to find us



Riverside School is co-located on the same site as:
Mulberry Academy Woodside
Wood Green ILC
White Hart Lane
London N22 5QJ
0208 889 7814
The schools share a main entrance.