Riverside School

School Offer 2026–2027

Learning to live live to the full

Ofsted Good Provider

National Autistic Society | Autism Specialist Award 2024

Naace The Education Technology Association

stars Getting young London moving

Schools Games Gold 2023/24

Arts Council England

Artsmark Gold Award Awarded by Arts Council England

Haringey London

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Chapter 1

About Riverside

A successful Haringey community secondary special school, sharing a campus with Mulberry Academy Woodside.

Riverside's provision

Riverside is a 175-place Haringey community secondary special school, on the same site as Mulberry Academy Woodside.

Our students have a wide range of learning needs, from moderate to profound and multiple learning difficulties. About two-thirds have a diagnosis of autism.

The school is organised into four pathways: **Aspire**, **Thrive** and **Discover** for students aged 11 to 16, and **Horizon** for post-16 students aged 16 to 19, based at our Post-16 Learning Centre.

175 places	4 pathways
11-19 age range	2/3 of students have a diagnosis of autism
20 classes	25 hours of learning a week

Our vision

Learning to live life to the full

- Students, staff, families, governors and supporters feel welcomed, valued and involved.
- Every student develops high self-esteem, independence and an enthusiastic attitude to life and learning.
- Our learning programmes help every student succeed at school and in life.
- We promote students' active, inclusive place in wider society.

Our aims

- Inspirational teaching at the heart of everything we do.
- A broad, balanced, creative and rewarding curriculum.
- A safe, healthy and stimulating environment with clear, kind boundaries.
- Strong communication skills, confidence and a say in decisions.
- Positive relationships and self- and peer-advocacy.
- One campus community with Mulberry Academy Woodside.
- Accredited courses, vocational training and work experience for adult life.
- Rich links with the wider community.
- Skilled, reflective staff with high-quality training.
- Every culture and heritage valued, and prejudice always challenged.

Welcomed and valued

Confident and independent

Success in school and life

Part of wider society

Leadership and contacts

Leadership team	
Headteacher	Stephen Hehir
Deputy Headteacher	Marc Kirby
Assistant Headteachers	Anja Slavec Kat Cahill
Chair of Governors	Dave Worley

Get in touch

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White Hart Lane
London N22 5QJ

Telephone
020 8889 7814

Email
admin@riverside.haringey.sch.uk

Website
www.riverside.haringey.sch.uk

Governing board

Chair of governors
Elected by the board

Headteacher governor
By self-election

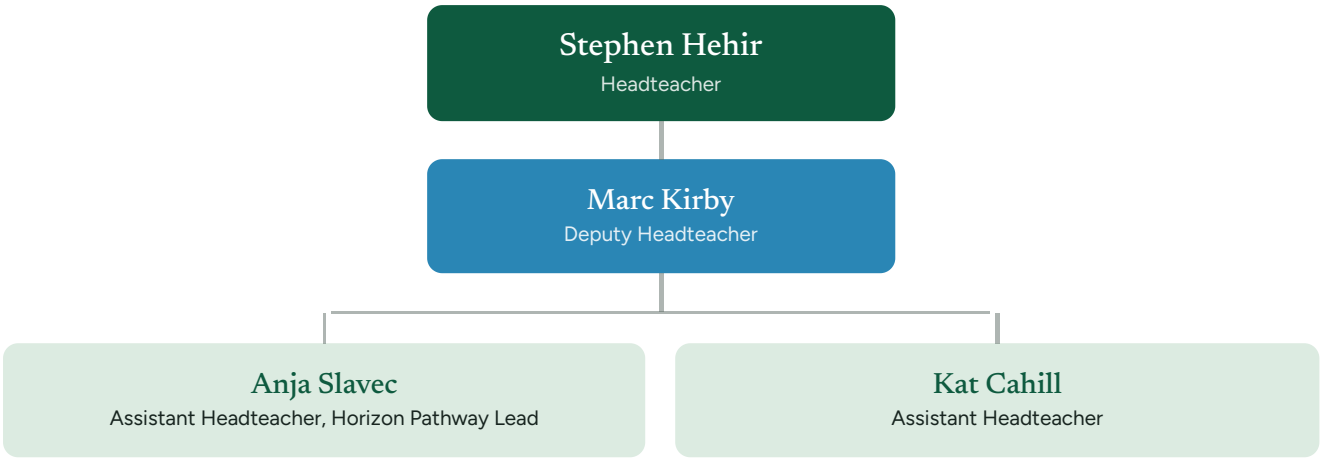
Staff governor (1)
Elected by the staff

Parent and carer governors (2)
Elected by parents and carers

Co-opted governors (7)
Appointed by other governors

Local Authority governor (1)
Appointed by the council

Staff structure 2026-2027



Pathway leads

Frank Musa
Aspire

Helene Earnshaw
Thrive

Suzette Thomas
Discover

Anja Slavec
Horizon

Teaching and learning

23 Class Teachers
Across all four pathways

6 Specialist Teachers
PE, Computing & Music, Food Technology, Art

Teaching assistants in every class
A team of teaching assistants in each class, supporting students and teachers

Specialist teaching assistants
Student Wellbeing, Accreditation, Job Coach, Behaviour Lead, Cover Supervisor, Reading Lead, Manual Handling

Health, wellbeing and lunchtimes

NHS School Nurses
Dan Elliott-Labaleta and Leiliz Carrascoso

Laura Hills
Multidisciplinary Team Lead

Ziva Kaligaric
ASC Lead

Natalie Stoakley
Team Spirit Manager: After School Club, Holiday Clubs, Care in the Home

School Midday Supervisor Assistants (SMSAs)
A team of additional adults who support students at lunchtime, for example with eating and drinking, and activities

Business, administration and site

Deborah Shallow
Bursar / Office Manager

Carlos Montes
Media Manager

Carmen Orbai
Finance Officer

Shane Shallow
Admin Assistant & Finance Officer

Angela Johnney, Jenni Patten, Jahanara Miah
Administrative Officers

Derek Martin, Sam Judge
Site Management

Andreea Ionciu
Receptionist

Learning spaces and facilities

Every pathway has its own classrooms, but break-times, lunchtimes and assemblies are shared by the whole school community.

- **Hydrotherapy pool**
- **Library**
- **IT suite**
- **Music rooms**
- **Food technology**
- **Therapy suite**
- **Playground and orchard**
- **Three minibuses**

Main School

17 classrooms; specialist rooms for PE, Science, IT, Food Technology, Music and Art; a library; a hydrotherapy pool; a dark room; two soft-play rooms; a Music Therapy room; a therapy suite; a large hall; a sports terrace and a roof garden.

Outdoors

A large playground with a cycle track, play areas, sensory raised beds and covered seating, plus an orchard where students grow fruit.

Post-16 Learning Centre

Home of Horizon: three classrooms, an assembly space, an indoor garden and a 'bedsit' flat for learning everyday living skills. Three school minibuses take students out across London.

Ofsted inspection, April 2026

Inspected on 15 April 2026 under Ofsted's renewed framework. Safeguarding standards are met, with two areas judged a **strong standard**.

Safeguarding met

Two areas at strong standard

Safeguarding	Met
Attendance and behaviour	Strong standard
Personal development and wellbeing	Strong standard
Achievement	Expected standard
Inclusion	Expected standard
Leadership and governance	Expected standard
Post-16 provision	Expected standard
Curriculum and teaching	Needs attention

What inspectors found

> *Pupils attend school very well, despite the barriers that they may sometimes face.*

> *Pupils follow routines well, move calmly around the site and have very positive attitudes to their learning.*

> *Positive relationships between pupils and staff are a clear strength.*

> *Strong pastoral systems mean pupils know who to go to with a worry. This includes pupils who are non-verbal communicators.*

> *Pupils are very well prepared for adulthood.*

> *Leaders have established an open culture in which safeguarding is everyone's responsibility, so pupils are made safer and feel safe.*

More from the report

Enjoying school
Inspectors found that pupils look forward to coming to school, feel safe and cared for, and are greeted warmly every morning.

Student voice
Pupils take an active part in decisions through the school council, ambassador roles and head boy and girl.

Behaviour and bullying
Pupils behave well through the day, and bullying is very rare. When it happens, it is dealt with quickly.

Attendance
Tailored support such as phased returns, transport help and multi-agency working has greatly improved attendance for pupils who were often absent.

Team Spirit and enrichment
Take-up of extra-curricular activities is high, including for disadvantaged pupils, with many visits including a residential trip to Slovenia.

Inclusion
Leaders work closely with families, previous schools and health professionals so pupils settle in smoothly, and they act quickly on barriers to learning.

Post-16
Students take accredited qualifications matched to their needs, gain work experience and are well prepared for their next steps.

Staff and families
Staff are very positive about recent changes, and parents and carers are very supportive of the school.

Areas for development

Leaders had already identified these and put staff training in place.

Curriculum and teaching
All staff deliver the school's curriculum as intended, consistently in every class.

Phonics and reading
All staff deliver our phonics programme consistently, so students become accurate, fluent readers.

Full report: reports.ofsted.gov.uk (URN 102178)

Awards and reviews

Autism Specialist Award

National Autistic Society, May 2024

> *Autistic students are treated with dignity, status and respect and are provided with meaningful positive feedback.*

> *Each autistic student is supported to socially interact with peers during lessons.*

> *Staff provide the right level of support to enable each autistic student to experience a sense of completion and success.*

Quality Assurance Review

Challenge Partners, May 2023

> *Riverside is superbly resourced.*

> *Every member of the school community is committed to increasing students' cultural capital.*

> *Students also build their cultural capital by the huge range of activities provided at Riverside.*

Gold Artsmark Award

Arts Council England, 2023-26

> *Riverside School is committed to the arts.*

> *Students engage with the arts at their own pace, exercising choice in which arts experiences they wish to pursue.*

> *Students have opportunities to perform, see performances, display their work and share this with a school in Slovenia.*

School Games Mark: Platinum

2025/26

Riverside has moved up from Gold to **Platinum**, the highest level of the government's School Games Mark for PE, school sport and keeping young people active.

Platinum is only open to schools that have held Gold for four years in a row and can show the difference their sport makes. It lasts for two years.

Leavers' destinations, July 2026

27 students completed Year 11 and 15 completed Year 14, celebrated at our Leavers' Assembly with families and staff.

Each dot represents one student.

Year 11

27 leavers

Haringey Sixth Form College (one awaiting a Mencap Supported Internship decision)	●●●●●●●●●●●
Riverside Post-16 Learning Centre (Horizon)	●●●●●●●●●
Barnet & Southgate College	●●●
The Courtyard, Islington	●
Dagenham Park School (conditional place)	●
Education placement being finalised	●

Year 14

15 leavers

Adult social care placements, organised with Adult Social Care	●●●●●●●●●●
Barnet & Southgate College	●
Post-19 education placement being finalised	●
Placement being finalised	●●●

Admissions

Places are agreed by Haringey's SEND Panel, advised by the Educational Psychology Service. Students will usually have an EHCP and can be referred from Year 6. Many join Year 7 from The Brook and other primary schools.

Joining Riverside

1. Visit and tour

Families visit the school and meet the headteacher.

2. We meet your child

Our teachers visit your child at their current school.

3. Induction Morning, mid-July

New students spend a morning with their new class and staff.

4. Parent and Carer Induction Evening

Meet the staff, share plans for September and complete admission forms.

Induction can be tailored to each student's needs.

Chapter 2

Pathways and people

Four pathways, each built around the way its students learn best.

Classes and pathways

Each pathway brings together students with similar learning profiles, so the curriculum, teaching and classrooms match the way they learn best.

Pathway	Classes	Learners	Curriculum
1. Aspire	5 (A1-A5)	Mainly moderate learning difficulties (MLD), aged 11-16	Formal
2. Thrive	6 (T1-T6)	Mostly severe learning difficulties (SLD), aged 11-16	Semi-formal
3. Discover	6 (D1-D6)	Complex SLD and profound and multiple learning difficulties (PMLD), aged 11-16	Pre-formal
4. Horizon	3 (H1-H3)	Mostly SLD, aged 16-19, at the Post-16 Learning Centre	Preparation for adulthood

Pathway 1 Aspire

Mainly MLD, aged 11-16, formal curriculum

Literacy | **Numeracy** | **Computing** | **Accredited courses**

Intent

For students with moderate learning difficulties who are ready for structured, subject-based learning. Teaching can resemble a mainstream model while meeting each student's needs, building knowledge step by step with a strong focus on literacy and numeracy for real life.

Impact

Students become confident readers, writers and communicators, and use their maths in everyday situations such as money and time. They leave Key Stage 4 with accredited qualifications and are ready for their next step, whether college or our Post-16 Learning Centre.

Implementation

English and Maths are the biggest parts of the week (six sessions each), with phonics, SPAG, reading and a weekly library session. Specialist teachers teach Music, Art, Food Technology, PE and Computing. Weekly community visits, Golden Time and daily Reflection complete the week.

In Key Stage 4, students work towards NCFE Functional Skills in English and Maths and other accredited courses.

English · Maths · Phonics & reading · Science · PSHE · Computing · Music · Art · Food Tech · PE · Community visits

Pathway 2 Thrive

Mostly SLD, aged 11-16, semi-formal curriculum

Communication | **Money and time** | **Community visits** | **Practical learning**

Intent

For students, mostly with severe learning difficulties, who learn best when subjects are adapted and linked to everyday life. Learning is practical, multi-sensory, highly structured and repeated over time.

Impact

Students grow in communication, independence and confidence, and use their literacy and numeracy in real settings such as shops, cafés and on journeys. They gain accredited awards in Key Stage 4 and are prepared for the next stage of their education.

Implementation

Thrive has the same breadth of subjects as Aspire, taught differently. Staff use PODD, PECS, Makaton and Communicate in Print. English builds communication and functional literacy; Maths focuses on money, time and problem-solving. Weekly community visits put these skills to work in real places.

In Key Stage 4, students follow courses such as ASDAN Personal Progress.

Communication · Functional literacy · Practical maths · Science · PSHE · Computing · Music · Art · Food Tech · PE · Community visits

Pathway 3 Discover

Complex SLD and PMLD, aged 11-16, pre-formal curriculum

Relationships | **Sensory learning** | **Hydrotherapy** | **Physical development**

Intent

For students with complex severe and profound and multiple learning difficulties. Learning happens through relationships, routines, sensory experiences and movement, organised around developmental areas: our Developmental 8 curriculum.

Impact

Students become more able to communicate their needs and choices, take a more active part in their own care, and engage more fully with people and the world around them. Every small step is captured through Developmental 8 and Key Skills targets and celebrated with families, and students work towards ASDAN Supporting Aspirations.

Implementation

English is taught as Communication & Interaction, Maths as Cognition & Exploration, PSHE as Personal Development & Independence, and PE as Sensory Regulation & Physical Development. Staff use Intensive Interaction, Attention Autism, objects of reference, TASSEL signing and AAC, working closely with therapists. Lunch and personal care are planned learning times.

Communication & Interaction | Cognition & Exploration | Independence | Sensory regulation | TacPac | Sensory stories | Hydrotherapy | Creativity | Community experiences

Pathway 4 Horizon

Mostly SLD, aged 16-19, Post-16 Learning Centre

Work experience | **Independent living** | **Digital skills** | **Enterprise**

Intent

For post-16 students aged 16 to 19. Horizon focuses on independence, communication and social skills, preparing students for adult life with a curriculum shaped around each student.

Impact

Students leave Riverside with accredited qualifications, real work experience and the everyday skills they need for adult life. They move on to college, supported internships, post-19 education or adult social care placements, planned with their families and Adult Social Care.

Implementation

The week is built around English for Life, Maths for Life, PSHE, PE and Digital Independence. Enterprise & Enrichment is the biggest block, giving real work-related and community experience. Every day starts with a Morning Meeting and ends with Reflection.

Students follow NCFE Functional Skills, ASDAN Employability and ASDAN Towards Independence, with weekly work experience.

English for Life | Maths for Life | Digital Independence | PSHE | PE | Enterprise | Work experience

Classes and teachers 2026-2027

Aspire

A1 Angharad Evans
A2 Hazel Mentes
A3 Frank Musa
A4 Abdul-Rahaman Ismail
A5 Brianne Pinkney

Trainee teachers
Megan Norton (A1, A3)

Thrive

T1 Helene Earnshaw
T2 Ziva Kaligaric
T3 Demi Russell-Jones
T4 Jasmin Brown and Stacy Hembury
T5 Sally Araujo
T6 Daniel Braiter-Kimbenga

Trainee teachers
Kerryann Wooldridge (T1, T2)

Discover

D1 Ginod Tandapany
D2 Despina Moutafis
D3 Natasha Matthews
D4 Suzette Thomas
D5 Paulo Matos
D6 Loredana Leska

Horizon

H1 Romario Edman
H2 Sabina Cole
H3 Hasan Djemal

Trainee teachers
Megan Norton (H1, H2)
Kerryann Wooldridge (H2, H3)

Specialist teachers

PE	Michelle Beekharry
PE, Cover and Re-engagement pathway	Levi Johnson
Computing and Music	Sam Butterworth
Food Technology	Sheila Ghosh
Art (Aspire and Thrive)	Ryan McClelland
Art (Discover)	Christina Brown

Who teaches what

Class teachers lead the core subjects in their class. Specialist teachers teach Music, Art, Food Technology and PE across the school, and Computing in Aspire. Horizon class teachers deliver a 'Towards Independence' programme.

Staff roles

Class teachers

Specialist teachers

Teaching assistants

Lunchtime SMSAs

Class teachers

Every class has a teacher who leads its learning and pastoral care. In Aspire and Thrive they teach English, Maths, Science and PSHE, plus termly enrichment. In Discover they teach the four core Developmental 8 areas.

Specialist teachers

Music, Art & Design, Food Technology and PE (and Computing in Aspire) are taught weekly in specialist rooms, including accredited courses in KS4. In Discover these are sensory-based.

Teaching assistants

Every class has a team of teaching assistants who support students and teachers, lead group work and record progress.

School Midday Supervisor Assistants (SMSAs)

A team of additional adults who support students at lunchtime, for example with eating and drinking, and activities.

Apprentices

Former students can return to Riverside at 19 for paid apprenticeships. If you are interested, please speak to the Headteacher and/or Deputy Headteacher.

Student voice and celebration

Elected roles

School councils

Sports ambassadors

Prom and leavers

Head Girl, Head Boy and Deputies

Elected each year by Aspire students and staff after candidate presentations. They offer a 'listening ear' to students across the school and meet senior leaders regularly.

School Councils

Two councils, organised by pathway so communication matches students' needs, meet half-termly and suggest ideas to improve school life.

Sports Ambassadors

Role models for PE and sport who encourage others to take part and build links with clubs such as Tottenham Hotspur.

Prom and Leavers' Assembly

Year 11 and Year 14 celebrate with a prom each summer, and families, staff and governors join our Leavers' Assembly, where leavers share farewell messages and speeches.

Inclusion with Mulberry Academy Woodside

Our shared campus means Riverside and Woodside students learn, perform and celebrate together.

Shared lunchtimes

Joint productions

Work experience

Shared lessons

Depending on each student, this can mean shared lunchtimes, break-times and assemblies, joining Woodside classes for some lessons, or joint drama productions. Year 11 students do work experience in Woodside's canteen, and Woodside students support our Discover classes and join some Riverside lessons.

Read more on our website under Beyond Lessons, Inclusion with Mulberry Academy.

Shared events include

- Makaton workshops
- National Theatre
- Children in Need
- World Book Day
- Black History Month
- Anti-Bullying Week
- Creative Arts Week
- LGBTQ+ History Month
- Disability History Month
- Duke of Edinburgh

Therapies and specialist support

Speech and language

Occupational therapy

Physiotherapy

School nurses

Music therapy

Art therapy

Educational psychology

Hearing and vision

NHS therapies and the MDT

Speech and language therapists from Whittington Health work with students in class. Occupational therapy, physiotherapy, hearing and visual impairment teachers and a dietician also support students and train staff. Discover students access the curriculum through this multi-disciplinary approach.

School nurses and doctor

Our NHS school nurses support students' health needs, link with CAMHS-LD and can visit families at home. A school doctor holds regular consultations.

Music and Art Therapy

Funded by the Tottenham Grammar School Foundation and Respond, alongside Dance and Equine Therapy.

Educational Psychology

Educational psychologists assess needs and support staff and families, at school and at home.

Need help with support at home, respite, benefits or housing? Book a surgery-day appointment through the deputy headteacher.

Chapter 3

Curriculum and progress

Every student is continually assessed so that all learning is captured, measured and celebrated.

Student progress

We measure progress in two ways, recorded on our SOLAR system.

Linear progress: P-Steps

- P-Steps run from P1i to P16+, covering the full ability range.
- Teachers check daily what each student understands and needs next.
- Families receive a termly report and attend Parent and Carer Evenings.

Holistic progress: Key Skills

- Linked directly to the targets in each student's EHCP.
- Six areas: Communication, Social, Motor, Independence, Self-Care and Cognitive skills.
- Targets set and reviewed every term.

Assessing, recording and reporting

Assessment

Recording on SOLAR

Progress meetings

Annual Review

Assessment

Assessment shapes every lesson and therapy session. Students help set and reflect on their own targets and learn to take pride in their achievements.

Recording

Teachers and TAs record progress weekly on SOLAR. Horizon also uses Class Dojo, which families can view online.

Progress meetings

Class teachers and Pathway Leads review every student's progress each autumn and spring, and agree support where needed.

Annual Review

Each year families meet the class teacher and a senior leader to review the EHCP and agree new targets. Students join for as long as they can.

Reading and phonics

Reading opens up the curriculum and the wider world. It is taught every week in every pathway, matched to where each student is.

1. Pre-phonics
Listening, noticing sounds, rhythm and rhyme, taught through sensory stories, TacPac, songs, objects and symbols.

2. Phonics
A systematic synthetic phonics programme: letter sounds, blending to read and segmenting to spell.

3. Life after phonics
Fluency, vocabulary and understanding, reading for pleasure, and reading for life: menus, signs and timetables.

Every week in Aspire and Thrive

4 phonics sessions, 2 SPAG sessions, 3 reading sessions and a library session: 7 hours 45 minutes of English, phonics and reading in a 25-hour week.

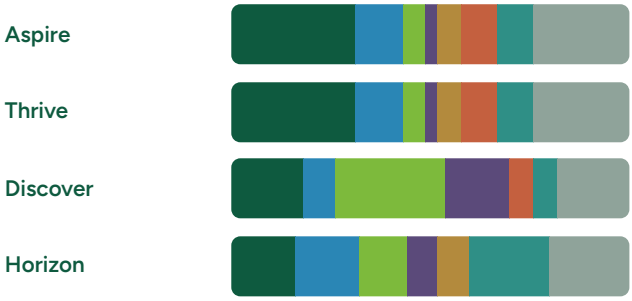
The learning day and week

Every pathway has the same eight-session day: 25 hours of learning a week.

9:00 - 9:30	**Session 1.** Registration and Circle Time
9:30 - 10:00	**Session 2.** Shorter session (phonics, reading, SPAG)
10:00 - 10:30	**Session 3.** Shorter session (phonics, reading, SPAG)
10:30 - 10:45	**Break.** Morning break
10:45 - 11:30	**Session 4.** Lesson
11:30 - 12:15	**Session 5.** Lesson
12:15 - 1:15	**Lunch.** Lunch
1:15 - 2:00	**Session 6.** Lesson
2:00 - 2:45	**Session 7.** Lesson
2:45 - 3:15	**Session 8.** End of day Reflection

How each pathway uses the week

Same 25 hours, balanced differently to suit how each group learns best.



Pathway curriculum overview

Minutes per week. Every pathway totals 1,500 minutes (25 hours).

	Aspire	Thrive	Discover	Horizon
Learners	Mainly MLD, 11-16	Mostly SLD, 11-16	Complex SLD and PMLD, 11-16	Mostly SLD, 16-19
Approach	Formal, subject-based	Semi-formal, practical	Pre-formal, developmental	Preparation for adulthood
English & communication	English 150 mins Phonics 120 SPAG 60 Reading 90 Library 45	*As Aspire*	Communication & Interaction 180 TacPac / Sensory Story 90	English for Life 240
Mathematics	Maths 180	*As Aspire*	Cognition & Exploration 120	Maths for Life 240
Personal development	PSHE 90	*As Aspire*	Personal Development 120 Lunch / Independence 150 Personal Care / Therapy 150	PSHE 180
Physical development	PE 45	*As Aspire*	Sensory Regulation & Physical 150 Hydrotherapy / PE 90	PE 120
Science & computing	Science 45 Computing 45	*As Aspire*	-	Digital Independence 120
Creative arts & food	Music, Art, Food Tech 45 each	*As Aspire*	Creativity & Expression 90	-
Community & enrichment	Community visits 90 Golden Time 45	*As Aspire*	Community Experiences 90	Enterprise & Enrichment 300
Routines & reflection	Circle Time 150 Reflection 150 Assembly 60	*As Aspire*	Circle / Connection 150 Reflection 90 Assembly 30	Morning Meeting 150 Reflection 150
Weekly total	**1,500**	**1,500**	**1,500**	**1,500**

Core subjects

Progress 8 and Progress 8+ subjects in Aspire and Thrive.

English

Maths

Science

English

Speaking, listening, reading and writing, taught through total communication: speech, signs, symbols, objects and photos. Teachers and speech therapists set targets together, and students read a wide range of stories, poems and newspapers.

Maths

Aspire follows a formal Maths curriculum. Thrive focuses on practical numeracy such as money, time and problem-solving. Maths is used in real life too, in shopping trips and café sessions.

Science (KS3 and KS4)

Hands-on enquiry across chemistry, physics and biology, from sensory exploration to experiments and predictions, linked to cooking, recycling and growing food in our orchard.

Taught by specialist teachers: Music, Art & Design, Food Technology and PE, plus Computing (Progress 8+).

PSHE, careers and RSE

Personal development

Careers and work

Relationships

Personal development

Students learn about themselves and others, make choices, and build independence, from eating and drinking to travel training.

Careers and work

Enterprise projects, workplace visits and work experience prepare students for post-16 and adult life.

Relationships and sex education

RSE is taught at Riverside. Parents and carers can request that their child is withdrawn from some or all of the sex education part of RSE.

Assemblies, festivals and whole-school events celebrate achievement and every culture, and students help make decisions about school life.

Specialist subjects

Music

Art & Design

Food Technology

Computing

PE and sport

Music

Weekly lessons with a wide range of instruments, guitar and piano tuition, a school choir, Creative Arts Week and weekly music therapy.

Art & Design

From portraits, printing and ceramics to sensory art. Work is shown at Tottenham Leisure Centre and the Hoffman Foundation Exhibition.

Food Technology

Healthy eating, hygiene and cooking skills, with classes sometimes making lunch for themselves or for staff.

Computing

A specialist computing suite and interactive whiteboards in every classroom. KS4 Aspire students take IT Functional Skills.

PE and sport

17 sports from football to sailing, rebound therapy, inter-school competitions, an annual sports day and daily cycling on our playground track.

Full curriculum documents are on our website under Learning.

Sensory specialist subjects

Sensory PE

Adapted sport and games, trampoline, and friendly tournaments across London.

Sensory Music

Musical conversations, turn-taking and performing, one-to-one and in groups.

Sensory Art

Light, textures, colours and materials to explore, choose and create.

Sensory Food Tech

Touching, tasting and exploring food, using switches to work appliances.

Accredited courses

Key Stage 4

Course	Board	Level
Functional Skills English	NCFE	Entry 1-3, Level 1/2
Functional Skills Maths	NCFE	Entry 1-3, Level 1/2
Essential Digital Skills	NCFE	Entry 3, Level 1
Music Technology	NCFE	Level 1
Home & Basic Cooking Skills	Pearson BTEC	Level 1
Arts Award	Arts Award	Discover, Bronze
Sport and Active Leisure	Gateway	Entry 3
Personal and Social Development	ASDAN	Entry 1-3
Personal Progress	ASDAN	Entry 1
Supporting Aspirations	ASDAN	Certificated
Youth Achievement	Duke of Edinburgh	Bronze, Silver

Post-16 (Horizon)

Course	Board	Level
Functional Skills English	NCFE	Entry 2/3, Level 1
Functional Skills Maths	NCFE	Entry 1-3, Level 1/2
Essential Digital Skills	NCFE	Entry 3, Level 1
Employability	ASDAN	Entry 2/3
Towards Independence	ASDAN	Certificated
Supporting Aspirations	ASDAN	Certificated

Courses are matched to each student: Aspire usually follows ASDAN Personal and Social Development, Thrive Personal Progress, and students with PMLD Supporting Aspirations. Duke of Edinburgh includes expeditions in Epping Forest.

Results tables are on our website under Learning, Accredited Courses & Results.

Developmental 8 (Discover)

Learning through play, Intensive Interaction, TacPac, Eye-Gaze and switches, planned around each student's mood, energy, comfort and positioning.

Communication

Responsive routines and Intensive Interaction, moving towards Makaton, TASSEL on-body signing, AAC and PODD.

Cognition

Exploring objects, patterns, cause and effect, and learning to control the world around them.

Independence and self-care

Taking an active part in eating, drinking and personal care, expressing likes and dislikes, and having control over their own bodies.

Physical development

Hydrotherapy, rebound therapy, tricycles, standing frames and 24-hour postural care, with ceiling hoists throughout the school.

Enrichment subjects

Not formally measured, but a big part of school life. RE is taught to every class; the others are chosen term by term.

RE

Six major world religions and Humanism, through assemblies and lessons.

Drama

A professional actor leads weekly workshops. Many students join Haringey Shed.

D&T

Designing and making in a fully equipped workshop, plus mini-enterprise.

Geography

From finding their way round school to the wider world, linked to visits.

History

Photos, artefacts and museum trips, and understanding past, present and future.

Chapter 4

Beyond the classroom

Residential trips, community visits, work experience and clubs that build independence and confidence.

Residential school journeys

Nine residential trips every summer term, open to all students in Years 9, 10 and 11, whatever their needs.

Students cook together, share tasks and enjoy activities such as barbecues, bonfires, cycling and field trips. One Noah's Ark house is fully adapted for students with complex physical disabilities.

9

residential trips a year

Slovenia

Our link school in Portoroz, for Aspire students. Slovenian students visit us in return.

6 trips to Noah's Ark

Macaroni Wood, Gloucestershire

2 Duke of Edinburgh trips

Camping and hiking with Woodside students at the Young Mariners Base, Cheshunt

Weekly class visits in the community

Every class goes out into the local community each week: parks, cafés and restaurants, the library and the swimming pool. Students practise communication, social and everyday skills in real places, and grow in confidence.

All visits are risk assessed. **Parents and carers are informed, and consent must be given, for all visits planned for their child's class.**

Parks

Cafés

Library

Swimming pool

Work experience

Year 11 students in Aspire and Thrive have a work placement every Thursday. Placements can include music production, restaurant service, office work, supporting in local schools and nurseries, the Markfield Scheme, our car wash and the Woodside kitchens.

Discover and some Horizon students do work experience in school, such as delivering messages, shredding and gardening. Horizon students go on placement every Thursday, building towards supported internships, work or further study.

Thursday placements

In-school tasks

Reports are on our website under Beyond Lessons.

After-school and holiday clubs

Run by 'Team Spirit', led by Natalie Stoakley.

After-school clubs

Holiday clubs

Support at home

Day trips

Cricket | Football | Yoga | Bowling | Boccia | Swimming | Environmental work | Enterprise

After school: clubs run until 6:00 pm, Tuesday to Thursday; please collect your child. Transport home is provided on Mondays for wheelchair users with very complex needs.

Holidays: six weeks of clubs a year, adding water sports and picnics.

Support at home: our staff can support students at home, including outings, for respite.

Fees apply. Most families use a Personalised Short Breaks Budget; we can help you apply.

'Out and About', our school charity

Raises money for day trips and residentials: galleries, museums, theatres, Wimbledon, Wembley and city farms. Donations go to the Treasurer, Jenni Patten, in the school office.

Could you help? We would love more parents and carers to volunteer. Please contact the school office.

Chapter 5

Wellbeing and safety

A safe and caring environment where students feel valued and welfare always comes first.

Behaviour for learning

Students who feel valued and have high self-esteem behave well. We praise good behaviour and build trusting relationships.

Achievements are celebrated with certificates in assembly and 'special work' displays. Any challenges are handled through our Behaviour Management Policy (on our website under 'Wellbeing'), and some students have individual behaviour programmes to help them self-manage.

Praise and rewards

Positive relationships

Behaviour programmes

Safeguarding our students

Safeguarding is everyone's responsibility. Every adult is trained on joining and regularly refreshed.

The welfare of the student always comes first. We work in partnership with families and keep them informed. Please tell us about any injury your child has outside school, however minor. We will always tell you about any accident or incident at school.

Every student has a Wellbeing folder, and families sign up to our Student Wellbeing MAG protocols when joining.

Every adult trained

Tell us about injuries

Safeguarding leads

Worried about a student's safety or welfare? Contact a safeguarding lead straight away on **020 8889 7814**.

Designated Safeguarding Lead
Stephen Hehir, Headteacher

Deputy Designated Safeguarding Leads
Marc Kirby, Deputy Headteacher
Anja Slavec, Assistant Headteacher
Kat Cahill, Assistant Headteacher
Natalie Stoakley, Team Spirit Manager

Student Wellbeing MAG

Our Multi-Agency Group meets every fortnight to support any student we are worried about.

The core group is the Headteacher, Deputy Headteacher, School Nurse, Therapies Lead, a Children with Disabilities Team manager and our Manual Handling Coordinator. Teachers, therapists, doctors, psychologists and family support workers join as needed. Meetings are confidential.

The 'Signs of Safety' model

What are we worried about?

What's working well?

What needs to happen next?

Each student gets a safety score from 1 to 10, and leaves the list once they reach 10 (unless their medical needs mean they need ongoing vigilance).

On-site nurse

Health and safety lead

Health and safety

A full-time nurse is on site and a doctor visits regularly. Please send written instructions with any medication. A senior leader oversees health and safety, and a Campus Facilities Manager living on site covers both schools, including fire safety.

Chapter 6

Families and practical information

Everything you need day to day, from travel and lunches to term dates and how to reach us.

Parent and carer engagement

You are welcome to visit by arrangement, and staff will visit you at home if it helps your child.

Our Parent and Carer Engagement Lead runs monthly Families Forums with advice, shared experiences and guest speakers. We keep in touch in the way that suits you: a daily or weekly home-school book, or a weekly phone call.

Autumn Parent and Carer Evening

Meet class and specialist teachers.

Spring Parent and Carer Evening

Review your child's updated targets.

Annual Review

Review the EHCP together with the school.

Induction Evening, July

Meet new staff and plan for September.

The Governing Board

Governors oversee the school's curriculum, finances, safeguarding and staffing, working with leaders to check how well the school is doing. They meet three times a term, and the first part of each meeting is open to families and the public.

Funding

Riverside is a Local Authority maintained school, funded per place plus a 'top-up' for each student's level of need, agreed with the SEND Panel. We may occasionally ask for voluntary contributions towards cookery or craft materials, but every student takes part regardless.

School uniform

Years 7 to 11, flexible to suit individual needs.

Shirt	Any plain white shirt, t-shirt or polo
Bottoms	Any plain black trousers or skirt (jogging bottoms are fine)
Jumper	Any black jumper or sweatshirt
Optional	Blazer; blue/grey tie
Badge	School badge
PE kit	Tracksuit bottoms, white t-shirt, trainers

Ties, badges and school bags are sold at the office. Post-16 students follow a dress code instead. Please label all clothing.

Mobile phones: independent travellers only, handed in for safe keeping during the day.

Travel to school

SEND Transport provides transport or Travel Buddying for students who need it. Apply to the SEND Passenger Transport Department; forms are on the council's website under 'Parents'.

If you can, you are welcome to bring your child yourself.

Independent travel training

Our accredited Travel Trainer teaches students who are able to travel by bus, bike or on foot.

How students travelled, 2024/25

14	38	2	99	22
Independent	Parents and carers	Travel buddies	Haringey transport	Other local authorities

Attendance

Please tell the school about any absence before or on the day, by note or phone. Bus guides can also pass on messages. We understand that complex medical needs can affect attendance.

Term dates are on the school website, and we send a reminder of the return date at the end of each term.

Holidays in term time

Please do not take your child out of school for holidays during term. Family holidays should be taken in the school holidays. See the next page for how to request leave.

Leave of absence in term time

- Requests must be made **in advance** by a parent or carer the student lives with. Post-16 students, such as those in Horizon, can also ask themselves.
- Leave is **only granted in exceptional circumstances, at the headteacher's discretion**.
- Please give **two weeks' notice**, using the request form on the school website.
- Holidays are not generally considered exceptional.
- If leave is agreed, the headteacher decides how many days.
- Leave without permission, or longer than agreed, is unauthorised and may be referred to the local authority, which can issue a penalty notice.

Term dates 2026-2027
Term dates, training days and key events are on our website calendar.

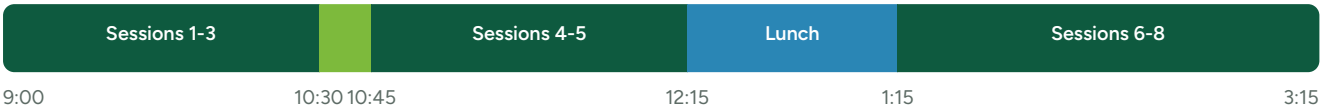
www.riverside.haringey.sch.uk

Concerns

Please talk to your child's class teacher first, or contact the deputy headteacher or headteacher. The Governing Board has a formal complaints procedure, and the headteacher can explain how to use it.

You can also contact **The Head of Services for Pupils, Parents and Students**, Education Services, 48 Station Road, Wood Green, London N22 4TY. **020 8489 0000**

The school day



Most students arrive between 9:00 and 9:10 am on Haringey buses. Everyone else should arrive by 9:00 am. The day ends at 3:15 pm.

Lunch

Meals come from the Woodside kitchens. **All school meals are halal**, with vegetarian options and menus for different dietary needs. Pay online through ParentPay (no cash). Ask the office about free school meals.

Packed lunches

Please no sweets, chocolate or fizzy drinks, and students should not share food.

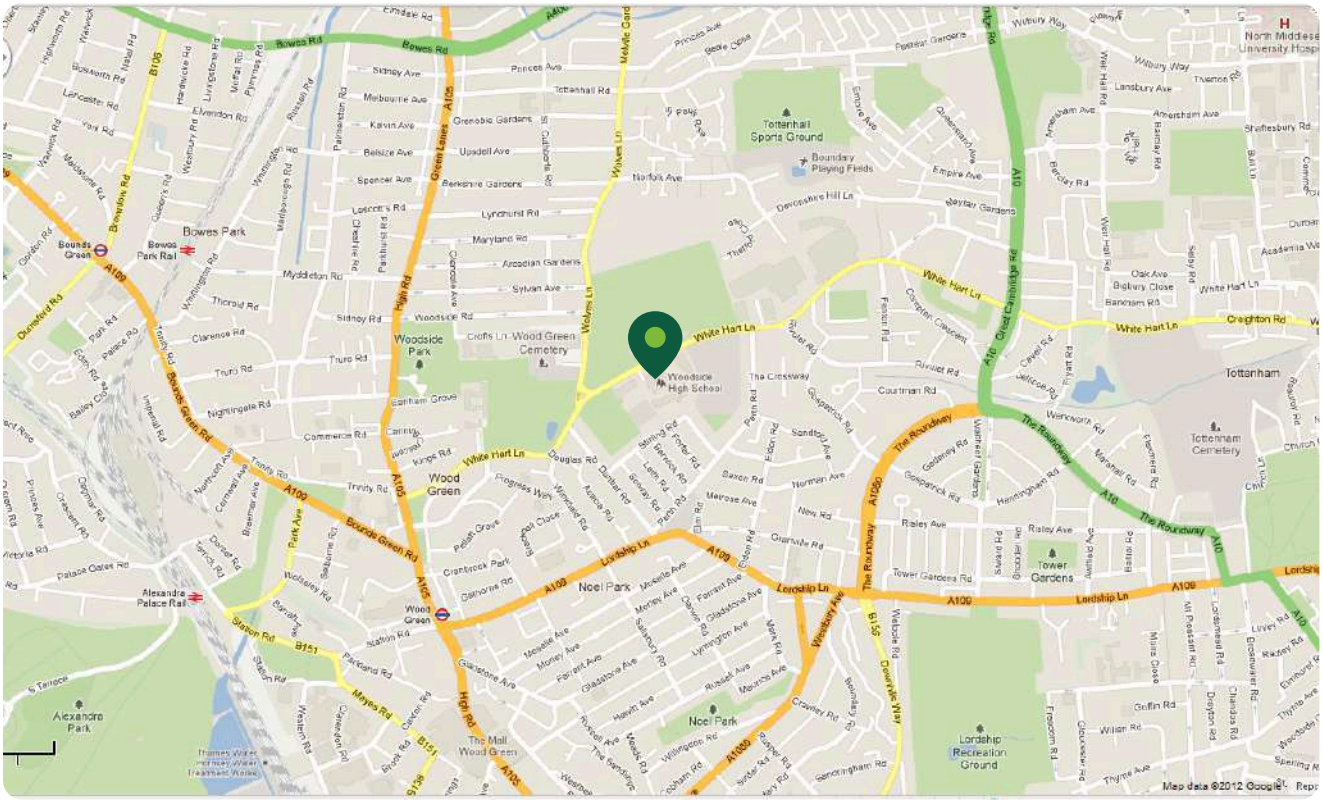
We cannot heat packed lunches on school premises. Please cook or heat food before school and send it in a suitable insulated flask that keeps it at the correct temperature, unless your child has a specific feeding plan linked to medical guidance.

Allergies and dietary needs

Please tell us about any food allergy, intolerance or dietary need when your child joins, and whenever it changes, with any medical advice, via the school office.

Our Allergy Champions
Stephen Hehir, Headteacher
Laura Chamberlain, Lead SMSA

How to find us



Riverside School

On the same site as Mulberry Academy Woodside

Wood Green ILC
White Hart Lane
London N22 5QJ

020 8889 7814

admin@riverside.haringey.sch.uk

Arriving at school

We share a joint main entrance with Mulberry Academy Woodside. At the start and end of the school day, please do not go beyond the large internal gates into Woodside school. Instead, please wait in line at the barriers. Thank you for your patience.

If you arrive before 9:00 am, please wait under the shelters at the front of the school.

UK GDPR

Riverside is a 'data controller' and protects students' personal information under UK GDPR, section 537A of the Education Act 1996 and section 83 of the Children Act 1989. Our privacy notice explains how.

Learning to live life to the full

Visit

Riverside School
White Hart Lane
London N22 5QJ

Call or email

020 8889 7814
admin@riverside.haringey.sch.uk

Online

www.riverside.haringey.sch.uk

Riverside School

School Offer 2026-2027