



Ryhope Infant School Academy

Information Sharing Report.

Review date: September 2021
Next review date: September 2022
Person in charge: Miss Lumsden SENDCo

Introduction

Ryhope Infant School Academy is committed to ensuring that all children, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The SEN Code of Practice broad 'areas of need' are; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

What is the SEN Information Report?

The LA Local Offer

- The Children and Families Bill was enacted in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'SEN Information Report'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School Local Offer

- This utilises the LA SEN Information Report to meet the needs of SEND children as determined by school policy and the provision that the school is able to provide.

Question 1: Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.



- Writing Support Plans, and sharing and reviewing these with parents at least once every term and planning for the next term. Personalised teaching and learning for your child as identified on school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo – Miss Lumsden (SENDCO)

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
 - i. involved in supporting your child's learning
 - ii. kept informed about the support your child is getting
 - iii. involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.
- Applying for EHCPs and additional funding/grants for children with SEND when appropriate.
- Liaising with other settings (nurseries, Junior schools, special schools) to ensure supportive and effective transition.

The Headteacher – Mrs Allen

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCOs and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – Dr. Rachel Leonard

Responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.
- School contact telephone number **0191 9171910**.



Question 2: What are the different types of support available for children with SEND in our school?

QUALITY FIRST TEACHING

- a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching). For your child this would mean:
- That the teacher has the highest possible expectations for your child and all pupils in their class.
 - That all teaching is built on what your child already knows, can do and can understand.
 - Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
 - Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
 - Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

SCHOOL SUPPORT

Specific group work

Intervention which may be:

- Run in the classroom or outside.
- Run by a teacher or a Teaching Assistant (TA).

Specialist groups run by outside agencies e.g: Speech and Language therapy. Children identified by the SENDCo/ class teacher as needing some extra specialist support in school from a professional outside of the school are identified through the SEND Code of Practice 2014 under the category of School Support.

The support they need may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for children with a hearing or visual need),
- Outside agencies such as the Education Psychology service (EP).

What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. This may take place in the form of an appointment in school or you may be asked yourself to take your child to an appointment elsewhere. The specialist professional will make recommendations as to the ways your child is given support, this may include; target setting, strategies to use in school/at home, other agencies to refer to and so on.



EHCP (Education Health and Care Plan)

c) Specified Individual support

- This type of support is available for children whose learning needs are, severe, complex and potentially lifelong.
- This is usually provided via an Educational Health Care Plan (EHCP). This means your child has been identified by professionals as needing a particularly high level of individual or small group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups (“Including All Children” documentation from LA).
- Your child will also need specialist support in school from a professional outside the school.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child’s needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the ‘Panel of Professionals’ (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the ‘Panel of Professionals’ will decide if your child’s needs are severe, complex or lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The (EHCP) Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Question 3: How can I let the school know I am concerned about my child’s progress in school?

- If you have concerns about your child’s progress you should speak to your child’s class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo – Miss Lumsden).



- Headteacher (Mrs Allen) and SEND Governor (Dr. R Leonard) can also be contacted for support.

Question 4: How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning
- discuss whether or not your child should be listed on the school's SEND register

Question 5: How is extra support allocated to children and how do they progress in their learning?

- The school budget includes money for supporting children with SEND.
- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- School identifies the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training and support are reviewed regularly and changes made as needed.

Question 6: Who are the other people providing services to children with SEND in this school?

School provision

- Small group Intervention to accelerate progress in Reading, Writing and Maths
- Small group intervention to support communication and interaction
- Teaching Assistants working with small groups or individual children
- Autism Outreach Team
- Educational Psychology Service
- Early Help
- Health Provision delivered in school
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse / Community Health Visiting Team



- Occupational Therapy
- Physiotherapy
- CAMHs / CYPS
- Language and Learning Partnership.

Question 7: How are the teachers in school helped to work with SEND children and what training do they have?

- The SENDCO's job is to support the class teacher in planning for children with SEND. All staff have been trained in using the SEND Range descriptors to support the identification of the child's SEND need and provide a framework to support the allocation of educational and SEND resources. Most pupils needs will be met at Ranges 1-3, this will involve quality first teaching and targeted intervention with specific timescales and outcomes that can be measured through quantitative and qualitative data. If a child is within a higher SEND range then school will involve outside agencies and professionals accessing further support to help meet the child's SEND needs.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as emotional and attachment difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AOT) service.
- Staff have training and qualifications relevant to the needs of children in school, e.g. AOT First Steps training, Team Teach and de-escalation strategies.
- Some services may provide outreach support within school and offer advice and support to teachers and school staff.

Question 8: How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning (including that for specific support plan targets) and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- 'Reasonable adjustments' will be made, in line with the SEND code of practice, to enable your child to access the curriculum in a way that matches their individual needs.
- Advice from other professionals will be followed by school staff and targets / strategies used in children's individual support plans.

Question 9: How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.



- His/her progress is reviewed formally every term.
- If your child is in Year 1 or Year 2, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning into smaller steps
- At the end of key stage 1 (i.e. at the end of year 2) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- Where necessary children will have an individual support plan based on their needs and barriers to learning. Targets will be set, using appropriate assessments, which are designed to ensure your child makes progress at an appropriate rate. Progress against these targets will be reviewed regularly, evidence for judgements assessed, and a future plan made. Support plans and targets are regularly monitored by SENDCOs and targets and advice from other professionals / outside agencies are included.
- The progress of children with a EHC Plan will be formally reviewed at an Annual Review, with all adults involved with the child's education.
- Regular moderations, monitoring, work scrutiny and lesson observations will be carried out by the SENDCOs, and other members of the Senior Management Team to ensure that the needs of all children are met, and that the quality of teaching for all children is high.

Question 10: What support do we have for you as a parent of a child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- By appointment, the SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Support plans will be reviewed and updates shared to you throughout the school year.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- SEND review meetings take place termly, where you are able to meet with your child's class teacher and SENDCO to discuss your child's needs, support plan and targets. This is in addition to whole school parent meetings.

Question 11: How is Ryhope Infant School Academy accessible to children with SEND?

The building is accessible; with ramps which are situated at all main entrances.

- The school is one level with easy access and double doors
- There is a disabled toilet, shower area and changing facility with a hoist.



- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND
- A lunchtime Nurture provision is available for children who require additional support with diet, eating, self-care and social interaction.

Question 12: How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- Every child on the SEND register has a one page profile with detailed information about their needs, the support they require, their interests and what is working well for them.
- A detailed transition meeting will take place before the child leaves school or moves to another class.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child has an EHCP, then TfC will take the lead on their transition to another setting.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. Support plans will be shared with the new teacher.
- Staff from your child's new year group will visit them in their current year group as well as arranging several visits to the new environment – building up relationships before the move. Parents/Carers will also be invited to meet key staff.
- All children on the school's SEN register will receive a transition book to support them during change into another year group. This will be individualised with regard to teacher, classmates and environment and will be sent home for use by the child's family prior to the change occurring.
- All children with a ASD diagnosis will have a personal 'passport' which will be shared with new staff prior to changes occurring.

In Year 2:

- The SENDCO will discuss the specific needs of your child with the SENDCO of their junior school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- The SENDCO at the junior school will be invited to an SEND review in the summer term, alongside the parent/carer.



Question 13 What Social and Emotional Development support do we have for a child?

We recognise that pupils with SEND may well have Social and Emotional Development needs that require support in school.

The Emotional Health and Well-being of all our pupils is very important to us.

- We have a robust Child Protection Policy in place, we follow National guidelines including “Keeping Children Safe in Education 2018”

- We have a Family Liaison Officer to support both families and children, offering support for both families and children and a ‘listening ear’ for all children.

- We have a full time Nurture Group in school and children that are finding the classroom challenging can access this group throughout the day or at planned times. They will receive small group or 1-1 support for their social and emotional wellbeing.

- We have a robust Behaviour and Discipline Policy in place

- The Head teacher, Deputy Head teacher and all staff continually monitor the Emotional Health and Well-being of all our pupils.

- We are an Anti-bullying school with a nurturing philosophy for all.

Signed Chair of Governors:

Date: October 2021

Signed Head Teacher:

Date: September 2021