



Ryhope Infant School Academy

Information Sharing Report

Review Date: September 2026

Next Review Date: September 2027

Person in charge: Miss Lumsden (SENDCo)

Question 3

How can I let school know I am concerned about my child's progress in school?

At Ryhope Infant School Academy we believe that parents and carers know their children best and play an important role in their education. If you are concerned about your child's learning, progress, development or wellbeing, we encourage you to speak to us as soon as possible.

You do not need to wait until a parents' evening, formal review or school report to raise a concern.

Who should I speak to first?

In most cases, your child's **class teacher** should be your first point of contact.

The class teacher knows your child well and is responsible for their day-to-day teaching, learning and progress. They will listen to your concerns and discuss your child's strengths, any difficulties they may be experiencing and the support currently available.

You can raise a concern by:

- speaking to your child's class teacher at an appropriate time
- contacting the school office to arrange a meeting
- contacting the school using the agreed school communication systems.

We will always aim to ensure that you have an appropriate opportunity to discuss your concerns in more detail.

What happens after I have raised a concern?

When a concern is raised, we will listen carefully and work with you to gain a full understanding of your child's needs.

The class teacher may:

- discuss your concerns and gather further information
- share information about your child's progress and attainment
- consider your child's strengths as well as any areas of difficulty
- review the support and adaptations already in place
- observe and assess your child further, where appropriate
- make changes to teaching or classroom provision to help address identified barriers to learning
- monitor your child's progress over time.

Your views and knowledge of your child will be an important part of this process.

What if I am still concerned?

If concerns continue, or if your child's needs require further consideration, the class teacher may involve the **SENDCo**.

The SENDCo may work alongside the class teacher to:

- consider your child's individual needs in more detail
- review the support currently in place
- identify any additional barriers to learning
- advise on further adaptations, strategies or interventions
- support the use of the graduated approach of **Assess, Plan, Do, Review**
- discuss whether your child may require SEND Support
- seek advice from other professionals or specialist services, where appropriate.

Parents and carers will be involved in discussions about their child's needs and the support being considered.

How will support be reviewed?

If additional support is put in place, we will monitor how well it is helping your child.

We will follow the graduated approach:

Assess → Plan → Do → Review

This means that we will:

Assess your child's strengths, needs and any barriers to learning.

Plan the support, adaptations or interventions that may be helpful.

Do put the agreed support into place.

Review the impact of the support and consider your child's progress.

Termly reviews will take place where class teacher, SENDCo, parents and any relevant professionals are invited. Following a review, support may continue, be adapted, increased, reduced or changed depending on your child's individual needs and progress.

What if my child is not making expected progress?

We recognise that children develop and learn at different rates and that progress is not always measured in the same way for every child.

If a child is not making expected progress despite appropriate support, we will consider whether they may have special educational needs and whether further or different provision is required.

Where appropriate, we may:

- adapt teaching and learning further
- provide additional or different targeted support
- involve the SENDCo
- seek advice from specialist professionals
- review whether SEND Support is required
- work with parents and carers to agree appropriate outcomes and provision.

A child does not need a formal diagnosis before school can provide appropriate support for identified needs.

Working in partnership with parents and carers

We are committed to working openly and collaboratively with parents and carers.

When concerns are raised, we will aim to:

- listen carefully to your views
- share relevant information about your child's learning and progress
- involve you in decisions about support
- discuss what strategies may be helpful both at school and, where appropriate, at home
- keep you informed about agreed support and how it is working
- involve your child in discussions about their needs in an age-appropriate way.

We encourage parents and carers to share any information that may help us better understand their child, including changes at home, information from health or other professionals, or concerns about their child's development and wellbeing.

If you remain concerned

We hope that concerns can usually be resolved through open and positive communication with your child's class teacher and the SENDCo.

If you remain concerned after speaking to these members of staff, you may arrange to discuss the matter with the **Headteacher**.

Our aim is always to work in partnership with families and to address concerns as early as possible. We value your knowledge and understanding of your child and will work with you to identify and remove barriers to learning so that your child can make progress from their individual starting point.

Our usual route for raising concerns is:

Class Teacher → SENDCo → Headteacher

If you are unsure who to contact, the school office will be happy to direct you to the most appropriate member of staff.