



Ryhope Infant School Academy

Information Sharing Report

Review Date: September 2026

Next Review Date: September 2027

Person in charge: Miss Lumsden (SENDCo)

Question 4

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

At Ryhope Infant School Academy we believe that working in partnership with parents and carers is essential to supporting every child to achieve their full potential.

If we have concerns about your child's learning, progress, development or wellbeing, we will discuss these with you as early as possible. We do not believe that parents and carers should have to wait until a formal parents' evening or end-of-year report to find out that there are concerns about their child's progress.

How will we contact you?

Depending on the nature of the concern, we may contact you in a number of ways, including:

- speaking with you directly at an appropriate time
- arranging a meeting with your child's class teacher
- contacting you by telephone
- arranging a meeting involving the class teacher and SENDCo
- inviting you to a review meeting.

The method of communication will depend on the nature and urgency of the concern. Wherever possible, we will ensure that you have an opportunity to discuss the matter in more detail.

What will we discuss with you?

If we have concerns about your child's progress, we will discuss:

- your child's strengths and interests
- the areas where they may be experiencing difficulties
- the progress they are making from their individual starting point
- any barriers to learning that we have identified
- the support and adaptations already in place
- any additional strategies or support that we feel may be helpful
- your views and any concerns you may have
- any relevant information from home that may help us to understand your child's needs more fully.

We recognise that parents and carers have valuable knowledge about their children, and your views will form an important part of our understanding of your child's needs.

What happens if the school identifies a concern?

If a concern is identified, your child's class teacher will consider whether changes to teaching, classroom practice or support may help to address the difficulty.

This may include:

- adapting teaching or learning activities
- providing additional explanation, modelling or repetition
- using visual or practical resources
- breaking learning into smaller steps
- providing targeted support or intervention
- making changes to the learning environment
- monitoring your child's progress more closely.

The class teacher will remain responsible for your child's day-to-day learning and progress and will work with you to review whether the support being provided is having a positive impact.

What if concerns continue?

If concerns continue despite appropriate support and adaptations, the class teacher may discuss your child with the **SENDCo**.

The SENDCo may work with the class teacher and parents or carers to gain a fuller understanding of your child's needs and to consider whether additional or different provision is required.

This may involve the graduated approach:

Assess → Plan → Do → Review

Together, we will:

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

Plan appropriate support, strategies or interventions.

Do put the agreed provision into place.

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

Parents and carers will be involved throughout this process and will be given opportunities to share their views.

Will I be told if my child is receiving SEND Support?

Yes. If we identify that your child may have special educational needs and considers that they require SEND Support, we will discuss this with you.

We will explain:

- the concerns or needs that have been identified
- the support that is currently in place or being considered
- the outcomes we hope to achieve
- how progress and the impact of support will be monitored and reviewed
- how you can contribute to supporting your child.

A child will not be added to the school's SEND Support arrangements without parents or carers being informed and involved in discussions about their child's needs and provision and signing all relevant paperwork.

How will my child's progress be reviewed?

Your child's progress will be monitored regularly by the class teacher and school leaders.

For children receiving SEND Support, the support provided and progress towards agreed outcomes will be formally reviewed termly, parents and relevant professionals will be invited to the termly reviews.

Parents and carers will be given opportunities to contribute to these reviews and to discuss:

- the progress their child has made
- what is working well
- any continuing barriers or difficulties
- whether the current support remains appropriate
- any changes that may be needed to provision or outcomes.

Working together

We understand that hearing that your child may be experiencing difficulties can sometimes be worrying. Our approach is to identify concerns early and work positively with children and their families to understand what support may help.

Our aim is not simply to identify difficulties, but to understand each child's individual strengths and needs and to put appropriate support in place so that they can feel confident, included and able to make progress.

If you have any questions following a discussion with school, or if you have additional information that you feel may be helpful, please contact your child's **class teacher** or the **Miss Lumsden (SENDCo)**.

We are committed to maintaining open and honest communication with parents and carers and working together to achieve the best possible outcomes for every child.