



Ryhope Infant School Academy

Information Sharing Report

Review Date: September 2026

Next Review Date: September 2027

Person in charge: Miss Lumsden (SENDCo)

Question 5

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

At Ryhope Infant School Academy, additional support is allocated according to the **individual needs of each child**. We recognise that children with SEND are not all the same and that the type and level of support required will vary from child to child.

Decisions about additional provision are based on a careful understanding of each child's strengths, needs and barriers to learning. Support is not based solely on a diagnosis or label.

How do we identify when a child may need extra support?

Children's learning and development are monitored regularly by their class teacher and school staff.

A child may require additional support if they are experiencing difficulties in areas such as:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical development
- attention, engagement or independence
- accessing the curriculum or school environment.

Concerns may be identified by:

- class teachers and school staff
- parents and carers
- assessment and observation
- information from a previous setting
- advice from external professionals or agencies
- regular monitoring of the child's progress and development.

We recognise that early identification is important. If concerns are identified, we will work with parents and carers to gain a full understanding of the child's needs and consider what support may be helpful.

How is additional support decided?

The class teacher is responsible and accountable for the progress and development of every child in their class.

The first step will usually be to consider whether changes can be made to teaching, the classroom environment or the way learning is presented. This may include reasonable adjustments and adaptations to remove barriers to learning.

If a child requires support that is additional to or different from that ordinarily available offer through quality first teaching, the class teacher will work with the **SENDCo** to consider the child's individual needs and the most appropriate provision.

When deciding what additional support may be required, we will consider:

- the child's strengths, interests and individual needs
- their current levels of attainment and progress
- any barriers that may be affecting their learning
- the views and concerns of parents and carers
- the child's wishes and feelings, where appropriate
- observations and assessments carried out in school
- previous support and the impact it has had
- advice from external professionals, where appropriate
- the resources and provision available within school.

Support is therefore personalised and may look different for every child.

What type of additional support may be provided?

Depending on a child's individual needs, additional support may include:

- adapted teaching and learning activities

- additional adult support, where appropriate
- targeted individual or small-group interventions
- additional phonics, reading, writing or mathematics support
- support with communication and language
- visual resources, communication aids or symbols
- sensory or physical adaptations
- emotional wellbeing and regulation support
- social communication or interaction support
- specialist equipment or resources
- advice and strategies from external professionals
- access to a smaller or more personalised learning environment, such as our **Butterfly Group**, where appropriate.

The type and level of support will be regularly reviewed and may change as the child's needs develop.

How are decisions about SEND Support made?

Where a child is identified as having special educational needs, we will follow the **graduated approach**:

Assess → Plan → Do → Review

Assess

We will gather information about the child's strengths, needs and barriers to learning. This may include observations, assessments, discussions with parents and carers and, where appropriate, advice from other professionals.

Plan

The class teacher, SENDCo and parents or carers will consider the outcomes we would like the child to achieve and agree the support, strategies and provision that may help.

Do

The agreed support will be put into place. The class teacher remains responsible for the child's day-to-day learning and progress, even where other adults or professionals are involved in delivering support.

Review

The effectiveness of the support will be reviewed. We will consider the progress the child has made, what is working well and whether any changes are needed.

Following a review, support may be:

- continued
- adapted or changed
- increased or made more personalised
- reduced where it is no longer required
- supplemented with advice or involvement from specialist professionals.

How do children with SEND make progress?

We recognise that progress can look different for different children.

Progress is not measured solely by whether a child is working at age-related expectations. We also recognise and celebrate progress in areas such as:

- increased confidence and independence
- improved communication and interaction
- greater engagement in learning
- improved attention and listening
- development of social skills and relationships
- increased emotional regulation
- development of independence and self-help skills
- improved ability to access learning
- progress towards individual targets or outcomes
- academic progress from the child's individual starting point.

We use a range of information to monitor progress, including:

- ongoing teacher assessment
- observations
- work and learning completed over time
- progress towards individual targets or outcomes
- assessment information
- feedback from parents and carers
- the child's own views, where appropriate
- information and advice from external professionals.

How often is support reviewed?

The frequency of review will depend on the individual needs of the child and the type of support being provided.

Children receiving SEND Support will have their provision and progress reviewed termly. Parents and carers will be involved in these discussions and will have opportunities to share their views about:

- the progress their child is making
- what is working well
- any difficulties or continuing barriers
- whether the support remains appropriate
- any changes that may be needed.

For children with an **Education, Health and Care Plan (EHCP)**, progress towards the outcomes and provision in the plan will be formally reviewed as part of the annual review process, as well as being monitored on an ongoing basis by school through termly or half termly reviews.

Working in partnership with parents and carers

Parents and carers are an important part of the decision-making process.

We will work with families to ensure that they understand:

- the needs that have been identified
- the support being provided
- the intended outcomes
- how progress will be monitored
- when support will be reviewed.

We value the knowledge that parents and carers have about their child and will take their views into account when planning and reviewing provision.

Our aim is to ensure that every child receives the **right support, at the right time, in the right way**, enabling them to overcome barriers to learning, make progress from their individual starting points and develop the skills and confidence they need for the next stage of their education.