



Ryhope Infant School Academy

Information Sharing Report

Review Date: September 2026

Next Review Date: September 2027

Person in charge: Miss Lumsden (SENDCo)

Question 6

Who are the other people providing services to children with SEND in Ryhope Infant School Academy?

Children with SEND may be supported by a range of people both within school and from external services.

The type of support available will depend on each child's individual strengths and needs. Not every child will require support from external professionals, and involvement will be considered where it is appropriate and likely to help the child make progress, access learning or develop their independence.

We believe that the most effective support comes from everyone working together. This includes the child, their parents or carers, school staff and, where appropriate, other professionals.

Support from staff within our school

A number of members of staff may contribute to supporting children with SEND.

Class teachers

The class teacher is responsible and accountable for the progress and development of every child in their class, including children who receive additional support from teaching assistants or specialist staff.

Class teachers adapt teaching and learning to meet individual needs and work closely with parents, the SENDCo and other professionals where appropriate.

Support staff

Support staff may work with children individually, in small groups or within the classroom.

They may support children with areas such as:

- communication and language
- early reading, phonics and literacy
- mathematics
- attention and engagement
- social interaction
- emotional regulation
- independence and self-help skills
- sensory needs
- physical or motor development.

Support staff work under the direction of the class teacher and contribute to the assessment, monitoring and review of a child's progress.

The SENDCo

The SENDCo works with children, parents and carers, teachers and other professionals to coordinate and oversee SEND provision within Ryhope Infant School Academy.

The SENDCo may:

- support the identification of children's SEND
- advise staff about appropriate strategies and provision
- coordinate SEND Support
- work with parents and carers
- liaise with external professionals and services
- support the Assess, Plan, Do, Review process
- monitor the progress and provision of children with SEND
- support transitions between classes, settings and stages of education.

The Headteacher and School Leadership Team.

The Headteacher and school leadership teams role is ensuring that the school provides an inclusive and nurturing environment and that appropriate arrangements are in place to support all children to engage in learning and make progress.

They work alongside the governing body to monitor the effectiveness of SEND provision and ensure that the school's resources are used effectively to support children.

Staff supporting children in the Butterfly Group

Children accessing our **Butterfly Group** are supported by staff with experience of working with children who require a smaller, more structured and personalised learning environment.

Staff work closely with the SENDCo, parents and carers and other relevant professionals to ensure that provision is tailored to each child's individual needs.

The Butterfly Group provides opportunities for children to access a calm and nurturing environment, with learning and support adapted to help them develop communication, engagement, independence, regulation and academic skills.

External professionals and specialist services

Where appropriate, the Ryhope Infant School Academy may seek advice, guidance or direct support from external professionals and specialist services.

The involvement of external professionals will always depend on the individual needs of the child.

Educational Psychologists

Educational Psychologist may work with the school, parents and carers to develop a greater understanding of a child's learning, development and individual needs.

They may:

- carry out assessments and observations
- advise on barriers to learning
- recommend strategies and interventions
- support planning for children with more complex needs
- contribute to Education, Health and Care Needs Assessments where appropriate.

Speech and Language Therapists

Speech and Language Therapists provide advice and support for children who experience difficulties with:

- understanding language
- using spoken language
- speech sounds
- attention and listening
- social communication
- interaction.

They may assess a child and provide recommendations and resources which can be incorporated into the child's support in school.

Specialist teachers and SEND support services

The school may work with specialist teachers or advisory services who have expertise in particular areas of SEND.

This may include advice and support relating to:

- autism and social communication
- cognition and learning
- sensory needs
- physical disabilities
- hearing impairment
- visual impairment
- communication and interaction.

Specialist professionals may visit the school, observe or assess a child and provide advice and strategies for school staff and parents.

Occupational Therapists and Physiotherapists

Where appropriate, children may receive advice or support from Occupational Therapists or Physiotherapists.

They may provide recommendations relating to:

- fine and gross motor skills
- physical development
- mobility
- coordination
- positioning
- independence and self-care
- sensory or physical needs.

School staff will support children to follow recommended programmes or strategies where appropriate.

Health professionals

Depending on a child's individual needs, the school will work alongside a range of health professionals.

This may include professionals involved in supporting children's:

- physical health
- developmental needs

- communication
- sensory needs
- emotional wellbeing
- medical needs.

Where appropriate and with the necessary permissions, information and advice from health professionals can help school staff to understand a child's needs and make appropriate adjustments.

Social care and family support services

Where appropriate, the school will work with social care professionals, family support workers and other services to support children and their families.

This may involve working together to ensure that the child's educational, social and wider needs are understood and supported.

How do external professionals become involved?

External professionals may become involved in different ways.

This may include:

- advice being sought by the school
- a referral made with the agreement or involvement of parents or carers
- support already being in place before a child joins our school
- involvement through health or social care services
- recommendations arising from an Education, Health and Care Needs Assessment or EHCP.

The process will depend on the service involved and the individual circumstances of the child.

We will discuss the involvement of external professionals with parents and carers and work in partnership to ensure that relevant information is shared appropriately.

How do all the adults work together?

Children with SEND often benefit from a coordinated approach.

Where several people are involved, school staff will work with parents, carers and relevant professionals to develop a shared understanding of the child's strengths, needs and the support that may help.

Advice from external professionals may be used to:

- inform classroom practice
- adapt the learning environment

- develop individual strategies
- provide targeted interventions
- support communication and interaction
- develop independence
- support emotional regulation and wellbeing
- identify appropriate outcomes and next steps.

The class teacher remains responsible for the child's day-to-day learning and progress, working alongside the SENDCo and other adults who may be involved.

Working in partnership with families

Parents and carers are an important part of the team around every child.

We recognise that families have valuable knowledge and understanding of their child's strengths, needs and experiences. We will work collaboratively with parents and carers and, where appropriate, external professionals to ensure that support is coordinated and focused on achieving the best possible outcomes for each child.

The professionals involved will vary depending on a child's individual needs. Our aim is always to ensure that children receive the **right support, from the right people, at the right time.**