



Ryhope Infant School Academy

Information Sharing Report

Review Date: September 2026

Next Review Date: September 2027

Person in charge: Miss Lumsden (SENDCo)

Question 7

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

At Ryhope Infant School Academy, we believe that supporting children with special educational needs and disabilities (SEND) is the responsibility of **all staff**.

Our aim is to ensure that all teachers and support staff have the knowledge, skills and confidence to provide high-quality, inclusive teaching and to adapt learning appropriately to meet the needs of individual children.

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

How are teachers supported to meet the needs of children with SEND?

Teachers are supported by the **SENDCo, Senior Leadership Team, colleagues and, where appropriate, external professionals and specialist services**.

Support may include:

- advice from the SENDCo about individual children's needs
- support to identify barriers to learning
- guidance on appropriate teaching strategies and adaptations
- support with planning and reviewing SEND provision
- advice about the graduated approach of **Assess, Plan, Do, Review**

- opportunities to discuss individual pupils and review progress
- support with setting appropriate outcomes and identifying next steps
- access to individual pupil information and relevant professional reports
- guidance on implementing recommendations from external professionals
- support to make reasonable adjustments to teaching, resources and the learning environment
- opportunities to share effective practice with colleagues.

The SENDCo works closely with teachers to help ensure that provision is appropriate, personalised and regularly reviewed.

How do we ensure that teachers understand individual children's needs?

Staff are provided with relevant information about the children they teach.

This may include information about:

- a child's strengths and interests
- identified special educational needs
- barriers to learning
- strategies that support the child effectively
- communication needs
- sensory needs
- emotional regulation needs
- relevant medical or physical needs
- outcomes or targets being worked towards
- advice and recommendations from external professionals.

Teachers use this information to plan and adapt teaching so that children can access learning and participate fully in school life.

Where appropriate, information is shared with relevant staff when a child moves to a new class or transitions to another setting to help ensure continuity of support.

What SEND training do staff receive?

SEND training is an ongoing process. The training needs of staff are reviewed regularly and professional development is planned in response to:

- the needs of the children currently attending the school
- changes in legislation, guidance or national priorities
- identified areas for development
- advice from specialist professionals
- school monitoring and evaluation

- the skills and confidence of staff.

Training may be delivered through:

- whole-school training and professional development
- staff meetings and SEND updates
- SENDCo-led training
- external courses and conferences
- training delivered by specialist professionals
- individual coaching and mentoring
- access to professional guidance and resources
- opportunities to observe and share effective practice.

How do external professionals help to develop staff expertise?

Where specialist professionals are involved with a child, their knowledge and advice can also help to develop the skills of school staff.

For example, staff may receive advice, modelling or training from professionals such as:

- Educational Psychologists
- Speech and Language Therapists
- Specialist Teachers
- Autism Outreach Team
- Healthy Heads
- Occupational Therapists
- Physiotherapists
- Sensory Support Services
- other relevant health or specialist professionals.

Where appropriate, recommendations from these professionals are shared with relevant staff and incorporated into the child's everyday provision.

How do we check that training is making a difference?

The impact of SEND training and professional development is considered through:

- staff and discussion
- observations of feedback classroom practice
- monitoring of SEND provision
- discussions with teachers and support staff
- review of individual children's progress and outcomes
- feedback from parents and carers

- advice from external professionals, where appropriate.

Where further support or development is identified, additional training, guidance or coaching may be provided.

Our commitment to continued professional development

We recognise that children's needs can be complex and that staff need ongoing opportunities to develop their knowledge and skills.

We are committed to continuing professional development so that our staff are able to provide inclusive, effective and evidence-informed support for children with SEND.

Our SENDCo and Senior Leadership Team regularly review the needs of the school and plan professional development accordingly.

Our aim is to ensure that every member of staff understands their role in supporting children with SEND and has access to the knowledge, advice and training they need to help every child feel **included, understood, supported and able to make progress**.