



Ryhope Infant School Academy

Information Sharing Report

Review Date: September 2026

Next Review Date: September 2027

Person in charge: Miss Lumsden (SENDCo)

Question 9

How will we measure the progress you child is making in school?

At Ryhope Infant School Academy, we recognise that every child develops and learns at their own rate. We understand that children with special educational needs and disabilities (SEND) may make progress in different ways and over different timescales.

We therefore look carefully at the progress each child makes **from their individual starting point**.

Progress is not measured solely by whether a child is working at age-related expectations. We also recognise and celebrate progress in a wide range of areas, including learning, communication, independence, confidence, social development and emotional wellbeing.

How is my child's progress monitored?

Your child's progress is monitored regularly by their **class teacher** through ongoing assessment and observation.

Teachers build an understanding of each child's learning by considering a range of information, including:

- daily observations
- children's participation and engagement in learning
- work completed over time
- responses to teaching and support
- teacher assessment

- phonics, reading, writing and mathematics assessments
- progress towards individual targets or outcomes
- information from interventions
- discussions with parents and carers
- the child's views, wishes and feelings, where appropriate
- advice and information from external professionals.

This information helps teachers to identify what a child can do, where they may be experiencing difficulties and what their next steps in learning should be.

What does progress look like for a child with SEND?

We recognise that progress can look different for every child.

For some children, progress may be demonstrated through academic attainment. For others, important progress may include:

- increased attention and engagement
- improved communication and language skills
- greater confidence and self-esteem
- improved social interaction and relationships
- increased independence
- improved emotional regulation
- developing strategies to manage sensory needs
- greater participation in classroom and school activities
- improved physical or motor skills
- developing early reading, writing or mathematical skills
- increased ability to follow routines or instructions
- progress towards individual outcomes and targets.

We celebrate all meaningful progress and recognise that small steps can represent significant achievements for individual children.

How do we know whether additional support is working?

Where a child is receiving additional support or SEND Support, we will monitor the impact of the provision.

We use the graduated approach:

Assess → Plan → Do Review→

This means that we will:

Assess

We identify the child's strengths, needs and barriers to learning using information from school, parents and carers and, where appropriate, external professionals.

Plan

We agree appropriate outcomes and identify the teaching strategies, adaptations, interventions or additional provision that may help the child make progress.

Do

The agreed support is put into place. The class teacher remains responsible for the child's day-to-day learning and progress.

Review

We consider the impact of the support and the progress the child has made.

During reviews, we will consider:

- whether the child is making progress towards agreed outcomes
- what is working well
- whether there are continuing barriers to learning
- whether the current support remains appropriate
- whether support needs to be adapted, increased, reduced or changed.

How often will my child's progress be reviewed?

All children's progress is monitored regularly as part of the school's normal assessment and teaching processes.

For children receiving **SEND Support**, their provision and progress will be reviewed at least termly, unless this needs to take place sooner. During reviews parents and carers have opportunities to discuss their child's progress and contribute their views.

For children with an **Education, Health and Care Plan (EHCP)**, progress towards the outcomes and provision set out in the plan will be formally reviewed at least annually, in addition to ongoing monitoring by school.

How will the Butterfly Group monitor my child's progress?

Children who access our **Butterfly Group** will have their progress monitored according to their individual strengths, needs and starting points. Where appropriate the engagement model will be used as part of monitoring and assessment.

As well as academic progress, we may monitor development in areas such as:

- communication and interaction
- attention and engagement
- independence and self-help skills
- social development
- emotional regulation
- sensory regulation
- confidence and participation
- readiness to learn
- progress towards individual learning outcomes.

This helps us to ensure that the smaller and more personalised learning environment continues to meet the child's needs.

The provision and support offered will be reviewed regularly and adapted as the child develops.

How will parents and carers be involved?

Parents and carers are an important part of the assessment and review process.

We will share information about your child's progress and discuss:

- your child's strengths and achievements
- the progress they have made from their individual starting point
- areas where they may still require support
- progress towards agreed outcomes or targets
- the effectiveness of any additional provision or intervention
- any changes that may be needed to support.

We also value the information that parents and carers can provide about how their child is developing at home and in other environments.

What happens if my child is not making expected progress?

If a child is not making the progress we would expect, we will consider why.

We may:

- review the teaching and adaptations being provided
- consider whether additional or different support is required
- discuss the child with the SENDCo
- review the child's individual needs and barriers to learning
- seek advice from external professionals, where appropriate
- introduce, adapt or change interventions
- review whether the current provision is having the intended impact.

Parents and carers will be involved in discussions about any concerns and the support being considered.

Working together to support progress

The class teacher, SENDCo, support staff, parents and carers and, where appropriate, external professionals will work together to monitor and support each child's progress.

Our aim is to ensure that assessment is not simply about measuring attainment. We want to understand the progress each child is making as an individual and use this information to plan the next steps in their learning and development.

We are committed to helping every child make the **best possible progress from their individual starting point**, while supporting them to become increasingly confident, independent and prepared for the next stage of their education.