



SEND Information Report

2019-2020

1. The Special Educational Needs and Disability (SEND) provided for are categorised by four areas of need:

1. Communication and Interaction –

Developmental Language Disorder (DLD), Autism Spectrum Disorder (ASD), Speech and Language Difficulties, Stammers, Down's Syndrome

2. Cognition and Learning

Learning difficulties, Dyslexia, Dyscalculia, ADHD, ADD

3. Social, Emotional and Mental Health

Emotional and behavioural difficulties, Attachment difficulties

4. Sensory and physical needs

Fine/gross motor difficulties

2. Policies for identifying children and young people with SEND and assessing their needs.

Identification is through class teacher observations and pupil progress meetings (which are held every half term). Parents may also inform the Academy if they too have concerns about their child, either via the class teacher or meeting with the SENDCO. Referrals are made to outside agencies if it is thought to be suitable. These include: Learning Support, Early Years Inclusion Team, Educational Psychologist, Autism Team, ADHD nurse, MAST and Speech and Language Therapy. Parents wishing to pursue a Ryegate referral need to contact their own GP or consult the SENDCo about a referral to Speech and Language Therapy.

3. SENDCo details:

Rebecca Hocking
0114 2662312

4. Consulting parents of children with SEND and involving them in their child's education.

Parents and carers are invited to a structured conversation meeting every term to discuss their child's education. Outcomes and provision are then discussed at these meetings, an SEND support plan is written/reviewed and the child's progress is monitored. Minutes of these meetings are recorded and a copy is sent home to parents /carers. If their child has an EHCP, their parent/s will be invited to an annual review meeting, in addition to the structured conversations.

5. Consulting young people with SEND and involving them in their education.

Pupils are invited to attend the structured conversations, if it is appropriate. The pupils have an involvement in writing their own Learner profile, which is updated on a termly basis. This profile includes the child's strengths, areas for development, aspirations and their views about what support is required in the classroom.

6. Assessing and reviewing children and young people's progress towards outcomes.

Progress is reviewed with the Headteacher, Deputy Headteacher and class teacher every half term during pupil progress meetings. Intervention impact is recorded by the teaching assistant and

reported to the SENDCo. This is then discussed during the termly structured conversations with parents / carers. The SEND provision map is reviewed every half term and adjustments are made when this is deemed necessary.

7. Transition support.

There is a comprehensive package for pupils joining our FS2 class. Pupils are visited in their nurseries and at home by their new class teacher and teaching assistant/s. The pupils are also invited to attend two sessions at our Academy during the Summer term before they start. The SENDCo also attends transition review meetings at nurseries and liaises with the SENDCo about their needs.

Pupils joining the academy or leaving the academy part way through the primary stages have their information shared with the relevant SENDCos.

Pupils in year six leaving for secondary school attend day visits prior to them leaving the academy at their allocated school. The SENDCo also liaises with the secondary SENDCo's and passes on any relevant information.

In the summer term, a transition week is organised whereby all children get to meet their new class teacher and two occasions, once for a 'cosy read' and once to complete 'All about Me' activities. In addition to this, children on the SEND register meet their class teacher on a 1:1 basis and complete their Learner profile together.

8. The approach to teaching children and young people with SEND.

In line with the new code of practice (June 2014), the Academy promotes high quality first teaching in the classroom. We aim to support SEND pupils in class through the use of teaching assistants and differentiated activities.

9. How adaptations are made to the curriculum and the learning environment of children with SEND.

The curriculum is adapted to meet the needs of all our pupils. We promote the use of talking strategies throughout all areas of the curriculum. Learning environments are stimulating and relevant to the current topic in each class. Quiet areas are also put in place for those pupils who need them. Communicate in print and Makaton is used throughout the school, which provides SEND pupils with clear, familiar visuals.

10. The expertise and training of staff to support children with SEND, including how specialist expertise will be secured.

There has been whole staff training in a number of areas including Communicate In Print (CIP), Numicon, Fischer Family Trust (FFT), Autism Awareness, Dyslexia Awareness, Shape Coding, Makaton, Managing challenging behaviour, understanding Attachment issues etc. Teaching Assistants have also attended various training sessions, such as: Alphabet Arc, Letters and Sounds, VIP, NIP, LEAP, Active Literacy, High 5, Theraplay, Fine and Gross Motor Skills, understanding Dyslexia, working with children with SPLC difficulties, supporting DLD children in the classroom, understanding ADHD, supporting children with Down's Syndrome in the classroom, writing Social Stories and delivering a high quality social group. There continues to be in place a professional development program for all staff working closely with outside agencies to develop practice within the academy.

11. Evaluating the effectiveness of the provision made for children with SEND.

We evaluate the effectiveness of SEND provision with various stake holders. The head teacher and class teacher in pupil progress meetings, the parent, child, class teacher, teaching assistant and SENDCo during structured conversations. Outside agencies during review meetings and report writing.

We also have regular teaching assistant meetings with the SENDCo to discuss provision and adapt the provision map accordingly.

12.How children and young people with SEND are enabled to engage in activities available with children and young people in the Academy who do not have SEND.

Pupils with SEND are included in all activities available at the academy. Risk assessments are written with their needs included and considered for trips and outside activities. Their SEND requirements are shared with external staff, if they attend after school clubs, so strategies can be put in place to accommodate them. If necessary, activities are adapted to suit individual needs of the SEND pupils.

13.Support for improving emotional and social development.

We employ a part time learning mentor, who is able to work on a 1-1 basis with pupils that need emotional and social development. We run Theraplay groups and whole class circle time sessions, as part of our Health and Well-being curriculum. In addition, we also contact outside agencies such as MAST, again with a view to support pupils with emotional or medical needs.