



## SEND Information Report

2025-2026

### 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*

#### **3. Social, Emotional and Mental Health**

*Emotional and behavioural difficulties, Attachment difficulties, ADHD*

#### **4. Sensory and physical needs**

*Fine/gross motor difficulties, d/Deaf, visual impairment, medical needs*

### 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, FIS (Family Intervention Service) 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 review meeting every term to discuss their child's education. Outcomes and provision are then discussed at these meetings, a 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, the parent/s will be invited to an annual review meeting, in addition to termly review meetings.

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

The pupils have an involvement in writing their own learner profile, which is updated in the Autumn term of each year. This profile includes the child's strengths, areas for development, aspirations and their views about what support is required in the classroom. In addition to this, before each review cycle, pupil voice is collated through 'Blob trees', 'Three houses' and 'Good day/bad day' activities.

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

Progress is reviewed with the Headteacher, Deputy Headteacher and class teacher every 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 review meetings with parents / carers.

### **7. Transition support.**

There is a comprehensive package for pupils joining our FS2 class. Pupils are visited in their nurseries 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 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 on two occasions, once for a 'cosy read' and once to complete 'All about Me' activities. In addition to this, children on the inclusion 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, interventions and adaptive teaching.

### **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, so that each child has equal access to the lessons delivered by the teacher.
- We create bespoke curriculum packages for children who are working significantly below age related expectations and are therefore unable to access the classroom teaching. This takes into account a child's emotional, sensory and learning needs.
- Learning environments are stimulating and relevant to the current topic in each class. Quiet areas and safe spaces are also put in place for those pupils who need them.
- Visuals and Makaton are used throughout the school, which provide clear visual prompts.
- We have a sensory room, which is available for all of our pupils. Some pupils have scheduled daily sessions.
- In-class interventions are delivered by the TA when they are required.
- Some children may also access to regular sensory breaks and time out of the classroom for specific interventions working on their outcomes.

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

There has been whole staff, individual and group training in a number of areas including:

- Autism Awareness
- Dyslexia Awareness
- ADHD Awareness
- Memory and Metacognition
- Trauma Informed Approaches
- Safeguarding
- Shape Coding
- Clicker

- Makaton
- CIP (visual resources)
- Understanding attachment
- Managing challenging behaviour
- LEGO therapy
- LEAP
- Mighty Minds – supporting anxious pupils
- Theraplay
- Supporting children with DLD (Developmental Language Disorder)
- Supporting children with sensory needs
- Gross and Fine motor skills
- Read, Write, Inc.
- FASD (Foetal Alcohol Syndrome)
- Mental Health First Aid
- Healthy Minds
- Paediatric First Aid

Professional development plays a key role in school. Training is available for all staff.

### **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 review meetings. 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.

The SENDCo attends termly group meetings with local schools to moderate and share good practice.

### **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, Mighty Minds, Preparation for Adulthood (Life skills), gardening club and LEGO therapy groups to support emotional and social development.
- In addition, we also contact outside agencies such as the FIS, again with a view to support pupils with emotional or medical needs.
- We have two Healthy Minds champions, who are part of our Healthy minds committee, in each class to share strategies and provide support on keeping mentally well.
- We run a Mental Health committee, which includes parents, governors, teachers, teaching assistants, learning mentor and SENDCo every term to drive mental health and well-being as a focus.

- **Every half term, we work on one of our '6 steps to Porter Croft', which is a mental health and well-being agenda.**
- **We have a comprehensive PSHE curriculum, which has units targeted at emotional and social development.**