

SEND Information Report



September
2025/26



School SEND Data September 2025

- 19.4% of the school population are on the SEND register.
4.5% of the school population have an EHCP.
- 5.6% of the children in the school are on the SEND register and in receipt of Pupil Premium funding.
- Cognition and Learning - 53.3%
- Speech language communication and social interaction - 40%
- Social and emotional Health - 25.5%
- Physical needs - 6.6%
- Medical needs - 2.2%
- Visually impaired - 0%
- Hearing impaired - 0%

Ryders Hayes SEND Graduated Response Pathway



The following pathway sets out our approach to identifying children with Special Educational Needs.

'Every teacher is responsible for the teaching and learning of children with Special Educational Needs.'

This pathway operates alongside our assessment continuum.

Definitions:

Special Educational Needs:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational provision or training that is ***'additional to, or different from*** 'that is generally for others of the same age in a mainstream setting in England.

Disability:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is *'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.'

What are special needs and disability?



SEN Code of Practice for Special Educational Needs 2015

The Special Needs Code of Practice process puts the child at the centre of the planning and provision for Special Educational Needs. Gathering views from the pupils and parents school coordinates a plan to address the needs of a child.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

School based support

Children who have been identified as requiring additional support.

Plan put in place to reach individual targets for child and reviewed termly with class teacher and parents. This plan is called an 'Assess, Plan, Do and Review'.

At Ryders Hayes School we capture this document as a PLP – Personal Learning Plan.

Pupil feedback gathered.

Children may also access support from agencies outside school such as Educational Psychology or Speech and Language Therapy.

Education Health and Care Plan

Educational Health and Care plans support children from birth up until the age of 25 years.

Children may receive support and interventions from outside agencies and a PLP will be needed to outline how we will support the pupil's needs.

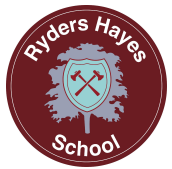
Termly and annual reviews will take place with the SENco, class teacher, pupils and parents.

Any other adults involved supporting the pupil will also be invited to this review.



What does Ryders Hayes do well with SEND?

- Ryders Hayes has a team of trained Teaching Assistants, led by the school Inclusion Leader Sarah Willis.
- We run interventions based on the children's needs using bespoke and bought in resources.
- We use oracy programmes to help develop all children's oracy skills.
- Children with physical needs are supported with daily physiotherapy activities, fine motor activities and games when required - we are an accessible site.
- We are constantly looking for new ways to support children effectively.
- We support mental health concerns well - making referrals to Reflexions support as required. We access Stormbreak activities which aim to improve children's mental health through movement, equipping them with sustainable, transferable skills and coping strategies to thrive during the complex demands of growth into adult life. We also have two Mental Health First Aiders in school who provide support as required.



What should I do if I think my child has SEND?

- If you have any questions or queries about your child or the process of SEND at Ryders Hayes.

You can :

- Speak with your child's class teacher
- Contact the SENCO, Sarah Willis via the office or call 01922 683008/or email s.willis@ryders-hayes.co.uk
- Points you may want to think about before meeting with the SENCO are:
 - Why you think your child has SEND?
 - Whether your child learns at the same rate as other children?
 - How school could help?
 - What you can do to help?
 - Please bring any reports or information you have about your child's needs



How will you know if my child needs extra help?

- We are informed by nurseries and previous schools about a child's needs. Members of the Local Authority Early Years SEND team also have meetings with school to discuss any children with SEND. You will be invited to that meeting.
- Teachers, SENCO and Teaching Assistants visit nurseries to gather information in the summer term and make home visits in the summer and early autumn terms as required.
- If a child transfers mid-year, the SENCO will speak with the previous school and information will be passed to us.
- We follow your child's progress through teacher observation, marking and more formal assessments, and if there are concerns teachers will inform you
- Teachers will refer to the SENCO after trying some different strategies with your child and will let you know about this.



How will I know if my child needs extra help?

- Parents' evenings once a term
- Personal Learning Plans (PLPs) will be produced with you to set targets for your child if they have SEND. These are reviewed termly with you and your child. You will be given a copy of this plan and asked to contribute to it.
- School reports
- Discussions with class teacher and/or SENCO



How can I support my child?

Depending on the age and understanding of your child they will be involved by:

- Talking to their Teacher, Teaching Assistant or another member of staff that they know well about what they find easy and difficult.
- Helping to complete a one-page profile of your child when sent to you.
- Know what they need to do next to achieve their targets
- Tell a member of staff if they are having difficulties
- Have a go at tasks set
- Complete, with help the 'My Views' form with a member of staff before an Annual Review (children with EHC plans)



What training or expertise do your staff have?

- In-house and specialist training is provided to all staff
- Skills audits are completed by staff and training planned for in continuing professional development planning and review meetings
- Specific training on interventions and strategies for support
- Workshops
- Teaching Assistants with specialisms, such as social and emotional and mental health support, Autism, language, and dyslexia to name a few.
- Experienced Pastoral Lead



How will you support my child's overall well-being?

Talking with your child on a regular basis;

- Discussion with parents about any concerns regarding a child's well being
- Pastoral Lead in school
- Specially trained staff to work alongside your child if required
- Me in My World sessions which cover friendship, bullying, self esteem
- Use of the Boxall profile to help plan for children with social, emotional or mental health difficulties
- Worry Box
- Peer mentors
- Use of Stormbreak resources as required



How will school know that the SEN provision is effective?

- School will gather information about the progress of your child and this will indicate whether they are making expected progress – this will be shared with you.
- We follow a graduated response, where we Assess, Plan, Do, review. The review will tell us if an intervention has been successful and what we need to try next.
- The SENCO will oversee the reviews of PLPs and help adapt practice where required.
- Data, external reviews and OFSTED reports.
- The Trustees will help monitor SEND through the termly Head Teacher's report and the link governor for SEND will meet with the SENCO.



How will I know that my child is making progress?

- School will gather information about the progress of your child and this will indicate whether they are making expected progress – this will be shared with you.
- We follow a graduated response, where we Assess, Plan, Do, Review. The review will tell us if an intervention has been successful and what we need to try next.
- The SENCO will oversee the reviews of PLPs and help adapt practice where required.
- Data, external reviews and OFSTED reports.
- The Governors will help monitor SEND through the termly Headteachers report and the link governor for SEND will meet with the SENCO regularly.



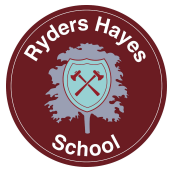
How will you include my child in activities outside the classroom?

- Your child is invited to access extra activities at lunchtimes and after school.
- We will inform you by letter about activities running in school.
- Completing relevant risk assessments for out of school activities
- Planning for and making reasonable adjustments to make sure that pupils can take part in extra activities and school trips, including residential trips.
- We will be using Google suite so that children can access home learning alongside Seesaw to ensure home learning is fun, interesting and interactive.
- Home learning will be adapted to meet children's needs where required.



How will you match the school's curriculum to my child's needs?

- Quality first teaching
- Pupil voice and views gathered
- Adapted planning to meet all children's needs
- Additional in-class support from Teaching Assistants
- Intervention groups and personalised session
- Targeted support for individual pupils
- Use of Personal Learning Plans for children with SEND
- Specialist equipment and resources for pupils where required
- Access Arrangements for SATs



How does school allocate resources to match the needs of children with SEND?

- All teachers are teachers of SEND and are trained to enable them to meet the variety of needs of pupils in their class
- In-class support from Teaching Assistants
- Small group support
- A range of resources and equipment
- External agency support eg Speech and Language Therapists, North Star Inclusion Advisory Service, Educational Psychologists.
- Provision of individual support with individualised resources where required.



How will you support my child in starting school and moving on?

Into and between Early Year classes

- Information about your child is discussed with previous settings and parents
- Home and nursery visits by staff for new starters in EYFS
- Parents' workshops
- Transition sessions for children and parents
- Review meetings/Annual Review for children with an EHC plan

Between classes:

- Child's needs are discussed in transition meetings and children visit and work with their new teacher for a week in July each year.
- Photo packs and transition workbooks where required

Year 6 to 7

- Information hand over with receiving school
- Advice and support about transition for parents of children with SEND, including FAQs sheet
- Meeting between Year 6 teacher and the SENCO from the secondary school
- Sessions for children at receiving secondary school
- Open evenings for parents at the secondary schools
- Additional visits with Teaching Assistant if required



How accessible is the school environment?

Physical access

- Disabled car parking space in school car park
- 3 x adapted toilets and washing facilities
- Blinds and lighting to reduce glare for visually impaired
- Accessible entrance at front of building and into playgrounds using sloped access
- Signage accompanied by pictures increasingly used
- Children have access to equipment to enable participation in all areas of the curriculum such as photocopying enlargement facilities, specialist desks and chairs and portable aids, fidget toys, talking tins and timers and visual timetables, as well as the use of ICT to support writing and accessibility.
- Liaison closely with Outreach team within Walsall.
- Please see the Accessibility Report on the school's website



How will you make decisions about how much support my child will receive?

- Tracking pupil progress
- For pupils with SEND but without an Education Health and Care Plan (EHC plan), the decision regarding support required will be taken but the SENCO in consultation with staff, the Senior Leadership Team (SLT) and parents/carers
- Change in a pupil's circumstances which influences their well-being may lead to certain interventions being arranged.
- For pupils with an EHC plan, the decision will be reached when a plan is being produced and the needs have been identified.
- Recommendations resulting from assessments by outside agencies



What do I do if I have a complaint?

- Contact your child's class teacher in the first instance
- Contact the SENCO, phone 01922 683008 or s.willis@ryders-hayes.co.uk
- If the complaint is regarding the SENCO, please contact the Head teacher, Mrs Louise Deeley, or Executive Head Teacher, Mrs Jaz Paul on 01922 683008
- The next step is to contact the Chair of the Trustees Connie Beirne.
- For further information please look at our website under 'About us' then 'Complaints'



Where can I get more information or advice?

Ryders Hayes School website

<https://www.ryders-hayes.co.uk/>

Walsall Local Offer

[Walsall's SEND Local Offer](#)

Code of Practice for SEND 2015

[SEND code of practice: 0 to 25 years - GOV.UK](#)

SENDIASS - [SENDIASS Home - Kids](#)

Walsall SENDIASS contact details - [Carer centres and services Walsall SENDIASS](#)

Walsall Families Information Service - [Walsall FIS Homepage](#)

British Dyslexia Association - [British Dyslexia Association](#)

Autism Education Trust - [Autism Education Trust](#)

British Deaf Association - [British Deaf Association](#)