

SEND Information Report

Ryders Hayes School
September 2023/24



School SEND Data July 2023

- 20% of the school population are on the SEND register.
5.8% of children on the SEND register have a EHCP.
- 5.9% children on the SEND register are also in receipt of Pupil Premium funding.
- Cognition and Learning
- Communication and interaction
- Speech language communication and social interaction
- Social and emotional Health
- Physical needs
- Medical needs
- Visually impaired
- Hearing impaired
- Multi sensory impairment

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 to extra support is needed.

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 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 Team of SENCO Louise Deeley and NASENco trained Lorna Pheasant.
- We run interventions based on the children's needs using bespoke and bought in resources.
- We have a specialist team of trained Teaching Assistants supporting Social, Emotional and Mental Health Needs, who meet and greet children, offer support and run Nurture sessions
- We have trained staff in communication difficulties and are The Walsall Hub School for Voice Black Country, with a focus on the development of 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 have Gold Award for Mentally Healthy Schools and support mental health concerns well. We have two Mental Health First Aiders and are starting a project where a mental health practitioner will support in school each week as part of our team (Jan 2021)

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, Louise Deeley via the office or call 01922 683008/or email l.deeley@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.
- 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 assessment, and if there are concerns teachers will let you know
- 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 it 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 and Annual Review (children with Statements or 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, ASD, 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
- Trained counsellor 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

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 regularly.

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 all 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 differentiated where required.

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

- Quality first teaching
- Pupil voice and views gathered
- Differentiated planning
- 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, Autism Outreach, Special Educational Needs Support Service and Educational Psychologists, Behaviour Support etc
- Provision of individual support where required 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.
- SENCO workshops with staff regarding new children
- 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 class 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, specialist pens, 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 2020-2023 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 a Statement of SEN or Education Health and Care Plan (EHC plan), the decision regarding support required will be taken by 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 a Statement of SEN or 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 l.deeley@ryders-hayes.co.uk
- If the complaint is regarding the SENCO, please contact the Head teacher, Jaz Paul, or Executive Head Teacher, Sally Miner on 01922 683008
- The next step is to contact the Chair of the Trustees Connie Bierne.
- For further information please look at our website under 'Parents', 'Concerns'

Where can I get more information or advice?

Ryders Hayes School website

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

Walsall Local Offer

<https://go.walsall.gov.uk/the-send-local-offer/>

Code of Practice for SEND 2015

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

SENDIASS - <https://www.kids.org.uk/sendiass>

Walsall Families Information Service - <http://www.mywalsall.org/fis/>

British Dyslexia Association - <https://www.bdadyslexia.org.uk/>

Autism Education Trust - <https://www.autismeducationtrust.org.uk/>

British Deaf Association - <https://bda.org.uk/>