

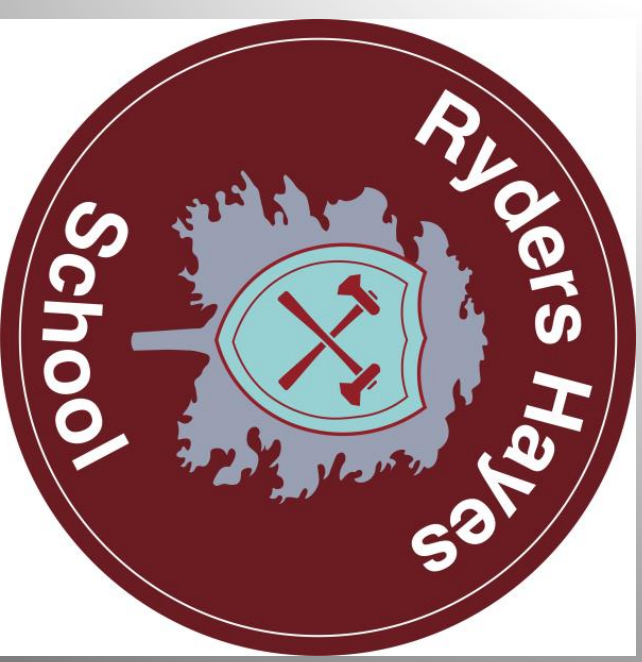
SEND

Information Report

Ryders Hayes School

A Primary Learning Academy

September 2020



School SEND Data September 2020

- 15% of the school population are on the SEND register
- Approximately 40% of children on the SEND register are also in receipt of Pupil Premium funding.
- The biggest area of need is Cognition and Learning, closely followed by Communication and Interaction Needs and Social, Emotional and Mental Health needs. We have a few children with Physical Disability and Medical needs.

What are special needs and disability?

"A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age"

There are 4 areas of SEND and Ryders Hayes support children in these areas. They are:

- Communication and Interaction (Autism and related conditions)
- Cognition and Learning (specific learning difficulties, moderate learning difficulties)
- Social, Emotional and Mental Health
- Sensory and/or Physical (includes speech and language difficulties)

What does Ryders Hayes do well with SEND?

- Ryders Hayes has a large team of trained Teaching Assistants, led by a SENCO, Louise Deeley
- 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

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

- If you think your child may have SEND, first speak with your child's class teacher
- If you still have concerns please 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 when required

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
- Resilience Doughnut

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 Governors 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?

- 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 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.

- 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 (EHCP 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 a Statement of SEN or EHCP 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 of School, Jaz Paul, or Head Teacher, Sally Miner on 01922 683008
- The next step is to contact the Chair of the Governors, 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

<http://www.mywalsall.org/fis/walsall-send-local-offer/>

Code of Practice for SEND 2014

[Code of Practice](#)

British Dyslexia Association

[BDA](#)

Autism Education Trust

<https://www.autismeducationtrust.org.uk/>

This is not an exhaustive list, other sources are available