



**Ryders Hayes School, A Primary Learning Academy**

**OUR LEARNING PATHWAY – GETTING BACK ON TRACK.**

**Reviewed February 2019**

### **How we identify individual special educational learning needs**



- When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.
- If you tell us you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services such as Speech Therapy – we always share our findings with you and the next steps we need to take.
- If teachers feel that your child has a special educational need this may be because they are not making the same progress as other pupils, despite high Quality first teaching and appropriate interventions. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests/further observations to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school become concerned about your child you will be contacted immediately by their class teacher or the school's Inclusion Leader, Mrs Cliff.

### **How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them**



- We are child and family centred so you can expect “no decision about me without me”.
- When we assess special educational needs we will discuss with you if your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- Where appropriate we will write and review Individual Provision Maps with pupils and parents/carers, a copy of the review and the new targets will either be shared with you.
- We hold a review meeting every term, which may be at parent's evening, that allows all school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps, usually in the form of new targets on an individual provision map.
- We use home learning to repeat and practice activities that are new and presenting a challenge to a pupil. If you have any concerns about home learning please see your child's class teacher. Our staff are available at mutually convenient times to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other.
- Children with communication difficulties are provided with a home-link book. This tells you about the sort of activities your child has been undertaking at school, so that you can discuss these at home.
- Each child has a pupil planner. Teachers will write comments for parents to read at home, and we encourage parents and carers to add observations of their own.

## How we use other adults in school to support pupils with special educational needs or disabilities



- Our Inclusion Leader leads a team of talented support staff who are all trained to support pupils with a wide range of educational, social and emotional needs.
- Our Inclusion team are able to undertake small group work, in class and one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities.
- One of our priorities is that children are able to work with independence and our staff will scaffold learning to develop this from the early stages of learning.
- We have our very own Speech and Language Therapists who work in school every week.
- Our Safeguarding Leader is a very supportive member of the team with an excellent knowledge of how to support our children and their families.
- Our assessment co-ordinator analyses pupil performance data termly to ensure every child is making the best possible progress.

## How we use specialist resources to support pupils with special educational needs or disabilities



- Our Inclusion team make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.
- We have a wide range of engaging reading materials. E.g. These resources to appeal to both aural and visual learners, and specialist 'catch-up' schemes help to support children with gaps in their knowledge. They include, Toe by Toe, Alpha to Omega and Nessy.
- We have a wide range of ICT equipment available to help motivate pupils and access learning. We use workstations, Makaton picture and symbol timetables and equipment such as countdown timers for pupils who need it.
- We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating, or handrails and steps in toilets.
- We use a range of software on our school laptops and I pads to help pupils engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners.
- We use Makaton signing and symbols as required to remind children of our key rules in school – good waiting, good listening, good sitting, good thinking, good lining up, good talking, good looking. We also use these on reward charts/cards to aid children with management of their own behaviour and we use these to create personal visual timetables for children with social and communication difficulties.

## How we modify teaching approaches for individual pupils



- All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEN: - specific learning difficulties (including dyslexia); Autistic Spectrum Disorder; speech, language and communication needs; and behavioural, social and emotional difficulties.
- Our staff are all able to use basic Makaton signing, and some staff trained to a higher level. We also have all the Makaton software which we use to adapt timetables for specific children.

- We use a number of teaching methods that are adapted to the needs of both groups and individual pupils.
- We are a very inclusive school. Wherever possible children are taught alongside their peers. Teachers adapt their teaching constantly in order to cater for their pupils' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support inclass, in small groups outside the classroom, or to provide one-to-one support. Staff use ITP (integrated target planning) to plan for those children who are working at a level which is significantly below their peers.
- All our staff are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able to achieve their very best.
- We use additional schemes/materials so that staff can use as a resource to ensure work is always at the right level for pupils with special educational needs, or those who are working at greater depth.
- We use personal visual timelines or object timelines to help children understand what activity or part of the day is coming next.

**How we assess pupil progress towards the outcomes we have targeted for pupils.  
How we review this progress so that pupils stay on track to make at least good progress  
(including how we involve pupils and their parents/carers).**



- In the Foundation Stage we track progress against the Early Years Foundation Stage ages and stages of child development.
- In Key Stage One we use ITP planning where appropriate to assess progress that is in smaller steps than the usual national curriculum levels.
- We use an online system to track pupil attainment and progress against targets. This information is then used by phase leaders and the Inclusion Leader to ensure that we are targeting the correct children for maths, writing or reading.
- We gather views of parents and carers at our termly parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress.
- Parents of children with special educational needs are invited to a review meeting each term, this may be as part of our parent's consultation evenings, where we discuss progress and set targets outlining small steps of progress. These are set in consultation with parents and other professionals involved in the care and education of the child. They are recorded on an individual provision map.
- Our phase leaders analyse the progress of every child each term, and these results are discussed with class teachers. Each teacher plans targeted interventions for all children whose progress is causing concern, and liaises with the Inclusion Leader about the appropriateness of writing an individual provision map for children whose needs fall outside normal classroom differentiation. We adapt our teaching to suit the needs of individuals wherever possible – *“If children can't learn the way we teach, perhaps we should teach the way they learn”* (Howard Gardiner).
- We use staff meetings to get all teachers to moderate anonymous pieces of work to check our judgements are correct.
- We set challenging targets that are based on nationally agreed guidelines on progress.
- We check how well a pupil makes progress in each lesson. Levels in the children's pupil planners help the children to understand what is expected of them if they are to succeed.

**What extra support we bring in to help us meet SEN:- services; expertise.  
How we work together collaboratively.**



- We can access support from specialist teachers for advice about accessing the curriculum and SEND

related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.

- Our local authority provides an educational psychologist, through their traded services, which provides support for assessment, advice and training.
- Our local authority provides an early years advisory teacher who supports children with SEN when they make the transition to our nursery from pre-school settings.
- We have an Educational Welfare Officer who works closely with staff, pupils and families in raising attendance and punctuality.
- We get support from speech and language therapy (SALT) through our own speech therapist to train our staff and advise on strategies and programmes. We refer pupils for assessment if we believe they need a period of therapy.
- We liaise with the School's Health Advisor regularly.
- We get support from occupational therapy and physiotherapy for pupils who need assessment for issues such as special seating or advice about exercise programmes. They guide school staff in meeting the needs of pupils with disabilities. We also regularly access support from Outreach services for additional advice and guidance about specific children.
- Together we review your pupil's progress and agree what everyone will do to make teaching more effective and learning easier. We always seek the voice of the child when carrying out reviews, whether they come in person, if appropriate or they complete a pupil voice sheet, with help if necessary.

### **What other activities are available for pupils with SEN in addition to the curriculum?**



- We have a before and after school club with trained staff capable of looking after pupils with both special educational needs and disabilities.
- We have a number of lunch-time clubs in which pupils with SEN are included, and are offered one-to-one support where needed to support access.
- We have termly educational visits, and many other visitors to school bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.
- We have a small group at lunchtime called 'Hub' where children who cannot cope with the main dining area can eat lunch with a high level of adult support.

### **How we support pupils in their transition into our school and when they leave us**



- Children who join our school in nursery or pre school are welcomed into our school community with a personal home visit by their key worker, followed by a meeting in school. A series of parent and child 'taster' sessions (Play and Stay) follows after summer term in preparation for their September start.
- During the summer holidays before they start nursery, pupils collect a scrap book of memories and items of interest with their parents and carers to share with staff when they start school.
- Our local authority provides an early years advisory teacher who supports children with SEN when they make the transition to our nursery from pre-school settings.
- Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.
- Parents and children who are joining our school mid-term are encouraged to visit the school before

they start.

- When we are aware that pupils joining us from other settings have identified special educational needs, we routinely arrange a visit to observe them in their familiar environment.
- We write individual transition plans in collaboration with staff from the previous school and the key professionals who are already familiar with the needs of the child. This ensures a smooth and supportive start to life in our school.
- We hold transition meetings with Year 7 leaders and Secondary School SENCo's in the 2<sup>nd</sup> part of the summer term to chat through the strategies that have worked with specific children and the recommendations for support in secondary school. This is also a chance to make specific arrangements for specific children.

### How additional funding works



- Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need.
- If a pupil's education, health and care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

### Where pupils can get extra support



- We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- Our children are made aware of the support that surrounds them in school. They know who to talk to if that are worried or have any concerns they want to share.
- We have a high level of staffing at unstructured times such as lunchtime, to ensure children are well supervised and well supported. Dedicated playleaders involve children in play opportunities.
- The school always welcomes parents into school and encourages them to discuss any issues however small they feel they are.
- We are a teaching school, and our role in developing the educators of the future provides additional adult support throughout the school.

### Where parents/carers can get extra support



- Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- Our Inclusion Leader and our safeguarding leader can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child.

## What parents/carers can do if they are not satisfied with a decision or what is happening.



- Our school operates an open door policy. Your first point of contact is your child's class teacher, who is always available at a mutually convenient time or in the case of an emergency then they can be seen immediately. In addition, our safeguarding leader (Mr Wayne McDonald) or our Inclusion Leader (Mrs Helen Cliff) are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the head of school (Mrs Jaz Paul) or deputy head of school (Mrs Alyson Church). If she cannot solve your issues, then you may speak to any of our school governors. We have a governor responsible for SEND who may be contacted through the school office.
- If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the head teacher.
- The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with.