

The Rydal Academy - SEND Information Report For Special Educational Needs and Disability (SEND)

The Rydal Academy sees all children as unique and believe that our curriculum promotes the development of the whole child as confident, imaginative and independent learners who are able to face the future with resilience, creativity and enthusiasm.

The new 'Code of Practice' (January 2015) states that there are four main areas, which cover Special Educational Needs. These areas and their meanings are as follows:

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| Communication and Interaction | Social, emotional or mental health difficulties |
| <p>Children may have a delay or disorder in one or more of the following areas:</p> <ul style="list-style-type: none"> • Attention / Interaction skills • Understanding / Receptive Language • Speech / Expressive Language | <p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image |
| Cognition and Learning | Sensory and / or Physical |
| <p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing | <p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care. |

How does The Rydal Academy know if children need extra help?

Children may be identified as having SEN through a variety of ways including the following :-

- Concerns raised by parents,
- Child performing below age expected levels,
- Liaison with previous setting,
- Liaison with external agencies e.g. physiotherapist,
- Health diagnosis through paediatrician/doctor.

Children who are not making expected progress are picked up through continual assessment and included in interventions as necessary. In termly Parent Pupil Consultations with the class teacher, a discussion takes place concerning why individual children are experiencing difficulty and what further support might be given to aid their progression. If needed the SENCo can then observe the child within the class setting and make recommendations as to whether to help the child through an additional intervention, class based support or refer to an outside specialist. Within this meeting the views of pupils and parents are formally recorded on the Pupil Support Plan; as well as a copy being sent home a copy is kept within school. The Pupil Support Plan is reviewed termly within these meetings and the support pupils receive to ensure progress towards outcomes will be explained.

What should I do if I think my child may have special educational needs?

If you think your child has a special educational need talk to us - we are here to help. Firstly contact your child's class teacher. If you require more information contact our SENCo or a member of staff you feel comfortable with. We will make a note of your concerns and put together a plan of action, whether that be an observation of your child, a discussion with the class teacher, implementing a programme of work provided by a specialist or looking to support your child in class.

In addition to Parent Pupil Consultations, if your child has more complex needs they may have their outcomes recorded in a One Plan. The outcomes recorded in the One Plan will be discussed and recorded with a SENCo three times per year. If your child has an Education Health Care plan (EHCP) these targets will be reviewed, with a SENCo, on an annual basis. Prior to these review meetings the pupils will share their views with a member of staff whereas parents/carers views will be recorded during the meeting.

How will the school prepare and support my child in moving between phases in education?

Throughout the year all pupils will have the opportunity to meet a variety of staff within their phase. Before moving into a new class all pupils will spend some time with their new teacher in their new classroom. If a pupil is identified as having a special educational need or disability extra support will be put in place, which may include extra visits, transition booklets or social stories. When your child reaches year 6 and is ready to transition to a new school many of the feeder secondary schools will run an induction based on the individual needs of the pupil.

How will the Rydal Academy staff support my child?

Our SENCo will closely monitor the provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that they make progress in all curriculum areas. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group to support them. All work within class is differentiated and adapted so that it is pitched at an appropriate level ensuring that all children are able to access learning according to their specific needs; this can include adapting the learning environment.

How accessible is the school environment?

The school is situated on one floor so is fully wheelchair accessible. We have ramps for wheelchair access at key points throughout and have disabled toilets and changing facilities in both the infant and junior buildings. Any other resources needed for access may be assessed by Occupational Therapy (OT) and Physiotherapy in order for us to ensure ease of access and safety for all. For pupils with Visual or Sensory Impairments (VSI) their needs are supported by Low Incidence Needs Service (LINS).

The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching within class for adaptations that can be made within the classroom to promote inclusion

Wave 2: Small group support for pupils who are achieving below age expected levels

Wave 3: Focussed, individualised programmes for pupils with more complex needs

What specialist services and expertise are available at or accessed by The Rydal Academy?

Our SENCo is fully qualified and accredited.

We have one member of staff who recently attended University to achieve the National Award for SEN Co-ordination. Now completed, they will act as shadow SENCo - further developing the knowledge of staff and acting as a point of contact to families already familiar with them.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs including: Health: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT (Occupational Therapist), Physiotherapy and the Speech & Language Therapy service. We also work very closely with Early Years Inclusion, Social Care and Education Psychologists. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission to pursue any kind of professional intervention.

What training have staff had or going to have?

Most of our Teaching Assistants have had training in Team Teach, Attachment Disorder, Moderate Learning Difficulties, Dyslexia, Dyscalculia and phonics alongside yearly Child Protection Level 1 training.

The school also has one TA who has had some Speech and Language Therapy training so are therefore able to deliver Speech and Language sessions to pupils according to their individualised reports. The school also has one TA who is responsible for social, emotional and mental health and well-being. She is responsible for working with targeted individuals or groups of children to raise self-esteem, resilience and develop anger management techniques. The school also has two TA's trained to communicate through Makaton. There are three staff formally trained and several others who are familiar with and have successfully used PECs as an alternative tool for communication. Additionally, two Teaching Assistants are able to use British Sign Language to communicate.

The school has one part-time teacher and Teaching Assistant (TA) whose roles are to look after the well-being, attendance and assessment of Gypsy Roma Traveller (GRT) children.

As a staff we have regular training and updates of SEND conditions, use of medications and resources or interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly. Every year, we review our safe-guarding policy and deliver staff training around procedures and protocol. All staff have up-to-date First Aid training; specific training is delivered on an ad-hoc basis.

How do we know if the support or strategies used have had an impact?

In school because we track each pupils' progress we are able to set individual targets. Sometimes we record these targets formally through a ONE Plan or into an Education, Health and Care Plan. Any targets that are set for children, which are different or additional to other pupils' are recorded in a provision map. The provision map is reviewed regularly to see whether it has been effective in helping pupils to achieve their targets. We can review the data from the provision map to feed in with teacher assessments and monitor pupils progress academically against national/age expected levels. If pupils are not making progress as expected, even with support we will review their assessment data through a process of smaller steps to ensure progress is made.

Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

How will my child be included in activities outside the classroom including school trips?

We are an inclusive school all children are included in all parts of the curriculum and children with SEN are able to engage with children without SEN. As part of this inclusive ethos we aim for all children to be included on school trips and will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

How do we support Social and Emotional Development?

As a school we place an emphasis on behaviour and run anti-bullying weeks. The school has a number of strategies to support the emotional and social development of all pupils. All staff follow the school behaviour policy promoting positive behaviour and recognising and acting on negative behaviours. Pupils have year group play times supervised by staff known to them, as well as supervised lunch times giving pupils the opportunity to make relationships with other adults within school. Mrs Galey and Mrs Alexander are also here to support the children in overcoming any difficulties that are getting in the way of their learning. The support each child gets will depend on their individual needs. They are here to support parents with any difficulties that they are experiencing in a friendly and non-judgemental way. Mrs Thurland works closely with all staff in school, parents/carers and a range of outside agencies throughout to support all pupils' social, emotional health and medical needs within school. She is the first point of contact in school for supporting pupils looked after in alternative care arrangements or by the Local Authority.

What arrangements are there for listening to the individual views of the children?

Pupils from Reception through to Year 6 complete an annual questionnaire each year during the Spring term to support school improvement. They also write a pupil school evaluation, which highlights the things they are most proud of about our school and the things they think we can do better.

Useful Contacts

01325 380784

Miss L. Truby (SENCo)

Mrs. C. Spiers (Shadow SENCo)

Mrs J. Thurland (Designated Safeguard Lead and Medical Manager)

Mrs A. Galey (Assistant Head teacher, Personal Development, Behaviour and Welfare Lead Professional)

Mrs S. Alexander (Personal Development and Family Wellbeing Advisor)

Mrs T. Dodds (Speech, language and Communication Advisor)

Useful Documents

SEND Policy

Behaviour Policy

The Local Offer The purpose of the Local Offer is to 'offer' information for parents, in a single place, which helps them to understand what services they and their family can expect from a range of local agencies.

<http://darlington.fsd.org.uk/kb5/darlington/fsd/disabilities.page?disabilitieschannel=0>

If your child has a special educational need or disability and you would like further information or help contact Darlington Information, Advice and Support Service (IASS) <http://www.darlington.gov.uk/education-and-learning/special-educational-needs-and-disabilities/information,-advice-and-support-service/>