

The Rydal Academy Local Offer

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Approving Body: Local Governing Body

Committee: LGB

Review Cycle: 1 Year

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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,
- Through termly Pupil Progress Meetings held between the teachers and SENCO alongside the Personal Development, Behaviour and Welfare Lead Professional,
- Concerns raised by teacher for example, if behaviour or self-esteem is affecting performance,
- Child performing below age expected levels,
- Liaison with previous setting,
- Liaison with external agencies e.g. physiotherapist,
- Health diagnosis through paediatrician/doctor.

As a school we measure children's progress in learning against age related expectations. Class teachers continually assess each child and note areas where they are improving and where further support is needed. As a school, we track progress from entry through to Year 6, using a variety of different methods including Foundation Stage Profiles and End of Year Expectations.

Children who are not making expected progress are identified through our termly Pupil Progress Review meetings. A discussion takes place concerning why individual children are experiencing difficulty and what further support might be given to aid their progression.

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.

How will The Rydal Academy staff support my child?

The 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. The support your child receives will be explained to parents during the Parent Pupil Consultations held throughout the year.

How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a

lesson and learn at their level. Children are encouraged to challenge themselves by selecting their own levelled work.

How will I know how my child is doing and how will you help me to support my child's learning?

The class teacher will meet with parents at least two times a year, during Parent Pupil Consultations, to discuss your child's needs, support and progress. For further information the SENCo is available to discuss support in more detail.

- If your child accesses any additional support or interventions these will be discussed, during Parent Pupil Consultations, and recorded on a Pupil Support Plan - taking into account the views of both children and parents/carers.

We believe that your child's education should be a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- If your child has a ONE Plan in place, the set targets are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an EHC Plan (Education Health and Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

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

In school because we track each child's 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 others, are recorded in a provision map. The provision map is reviewed regularly to see whether it has been effective in helping children to achieve their targets. We can review the data from the provision map to feed in with teacher assessments and monitor children's progress academically against age expected levels. If children 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.

What support will there be for my child's overall well-being?

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If further support is required the class teacher can liaise with the SENCo or Designated Safeguarding Lead. If we feel that your child can benefit from further support with social, emotional, behavioural or speech and language issues, we can refer to our in-school support service. If further or specialised advice is needed we may ask for support from outside agencies.

- The school has a Teaching Assistant who works under the direction of the Personal Development, Behaviour and Welfare Lead Professional/Assistant Head Teacher, to provide social and emotional support to children during the school day as well as advising teachers on strategies that may be useful in class. The Personal Development, Behaviour and Welfare Lead Professional monitors the attendance alongside the Education Support Officer.
- We have 2 members of staff who are qualified to deliver 'Drawing and Talking' a non-intrusive method of working with children who need help to support their emotional learning needs.
- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the schools Medical Manager to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or required for

a long-term illness such as asthma and diabetes. In such cases a 'Health Care Plan' may be put in place according to the directions of the Designated Safeguarding Lead in collaboration with the school nurse.

How will my child be able to contribute their views?

Children 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.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and children. If a child has behavioural difficulties a personal behaviour plan is written alongside the family to identify the specific issues, put relevant support in place and set targets. We log all incidents of poor or bad behaviour to analyse trends. We use this information to tailor support and organise interventions. This is monitored by the pastoral team.

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

Our SENCo and shadow SENCo are fully qualified and accredited.

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 Educational 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?

The vast majority of our TAs have had training in Team Teach, Attachment Disorder, Moderate Learning Difficulties, Dyslexia and phonics alongside yearly Child Protection Level 1 training and refresher epi-pen and epilepsy updates after initial training.

- The school have one Teaching Assistant who has had some Speech and Language Therapy training and are therefore able to deliver Speech and Language sessions to children according to their individualised reports.
- The school also has one Teaching Assistant 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 one Teaching Assistant trained to communicate through Makaton and another two teaching assistants who are able to communicate using British Sign Language. Additionally, there are two fully trained staff who are familiar with and have successfully used PECs as an alternative tool for communication.

As a staff we have regular training and updates of SEND conditions, use of medications and resources or interventions available for our children 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 will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We 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 and 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 accessible is the school environment?

Our school is situated on one floor so is fully wheelchair accessible. We have ramps for wheelchair access at key points throughout the school. We have disabled toilets and changing facilities in both the EY/Key Stage 1 and Key Stage 2 buildings. Any other resources needed for access may be assessed by Occupational Therapy (OT) and Physiotherapy in order for safety for all. For children with Visual or Sensory Impairments (VSI) Visual their needs are supported by the Low Incidence Needs Service.

How does the school communicate with parent/carers?

We make every effort to communicate with every parent or carer. If a child's key carer does not speak English as a first language we will attempt to communicate through a translation programme or by sending letters home – translated into the child's native language. We have one member of staff whose first language is Polish, who is able to act as interpreter, if needed. We encourage children who speak English as an additional language to act as mentors to younger or newer pupils, who speak the same first language.

How will the school prepare and support my child to join/transfer to a new school?

We encourage all new children to visit the school prior to starting. During this initial visit they will be shown around the school and any concerns can be addressed.

If your child has been identified as having an additional need, the SENCo or Designated Safeguarding Lead will liaise with the new school to help with transition. Transition arrangements might take many forms; it may include transition support and visits to the new school, meetings with parents or involvement of the Darlington Information, Advice and Support Service. Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for the more vulnerable children.

We liaise closely with staff when receiving and transferring children to different schools ensuring that all relevant paperwork is passed on and all needs are understood. If your child has complex needs then an Education Health Care Plan (EHCP) review may be used as a transition meeting during which we will invite staff from both schools to attend.

How are the school's resources allocated and matched to children's special educational needs?

In school, we try our best to ensure that every child has the right level of adult support. The Head Teacher and SENCo have regular meetings to discuss SEN related issues. During these meetings support and interventions are discussed. Teaching Assistants are assigned to cohort groups, classes or teachers based on the needs of the children within each class. We will often allocate Teaching Assistants (TA) who are funded by the SEN budget to deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. Some children who have an Education, Health and Care Plan (EHC Plan) will be assigned the level of support they need in school - we often provide over and above this level of support.

How is the decision made about what type and level of support my child will receive?

In school, if your child is significantly behind their peers or has a specific issue with speech, language, emotional health and well-being they will be referred to the SENCo and will then be supported through the stage known as SEN support. If they continue to make little or no progress, the SENCo might suggest a ONE Plan be initiated. This is where the advice of others involved with your child contribute to the setting of individual, specific targets. If your child still needs a considerable amount of support, if they have a complex physical or learning need a request may be made to the local authority for consideration of an Education, Health and Care Plan (EHCP). As Education, Health and Care Plans require a significant amount of support for children to achieve their targets, funding is attached – meaning children normally have additional adult support for some of the school day. When school identifies that your child will benefit from extra support your views will be sought and taken into consideration at each stage.

Who can I contact for further information?

In the first instance, it is best to meet with your child's class teacher. However, if your concern is around education, progress or attainment, Mrs Turnbull is the Deputy-Head teacher who oversees and has responsibility for these areas. Mrs Thurland will be the best person to see around issues relating to safeguarding and Miss Truby for issues regarding provision and support for children with special educational needs or disabilities. The Head teacher, Mr Armitage, is available to show prospective pupils and parents/carers around the school.