

The Rydal Academy

SEND Information Report

Accepted by: The Rydal Academy LGB October 2016

Approving Body: Local Governing Body

Committee: LGB

Review Cycle: annually

Last reviewed: October 2021

Date for next review: October 2022

1. Introduction:

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.

2. Definitions:

Section 6 of the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015) defines children and young people as having special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

If it is established that a pupil had an additional special educational need it will fall into one of four broad areas of need as specified by the Code of Practice: 0 – 25 years (January 2015)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

Disabled children and young people

Many children and young people who have SEND may have a disability, which under the Equality Act 2010 is described as ‘...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. Children and young people with such conditions do not necessarily have SEND, but there is a significant

overlap between disabled children and young people and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

3. The kinds of Special Educational Needs (SEN) that The Rydal Academy cater for:

The Rydal Academy is an inclusive school and supports pupils with a wide range of SEND needs including pupils with speech, communication and language needs (SCLN), pupils with autism (ASC), pupils with moderate learning difficulties (MLD), pupils with specific learning difficulties (SpLD), pupils with social, emotional and mental health difficulties (SEMH) and pupils with visual impairments (VI), hearing impairments (HI) as well as pupils with physical disabilities (PD). This is reflected in every classroom and throughout our school day.

Quality first teaching (QFT) ensures that all pupils have correctly tailored scaffolding to maximise their learning. This can mean small adjustments, like sitting close to the teacher to more significant modifications, such as students having specialist equipment. Differentiated activities are planned into lessons so that every child can fully engage and take part in class. Differentiation can take the form of presenting and recording work in different ways, support from a teaching assistant, specialised resources or work set with differing challenges and/or outcomes.

4. Identification of pupils with SEND:

Our school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the SEND Code of Practice.

The triggers for intervention should be underpinned by a range of evidence collected through parental feedback, in-house assessment and professional input about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness,
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas,
- presents persistent social, emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in school,
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment,
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Special educational provision is co-ordinated by the SENCo in accordance with the SEND Code of Practice: 0-25 years (January 2015). However support is provided, progress is monitored to help the pupil achieve the expected outcomes and remove any barriers to learning.

5. Special Educational Needs co-ordinator (SENCO):

Miss Truby is the SENCo as defined in the revised SEND Code of Practice and has overall responsibility for provision for those pupils identified as having SEND. As part of the SENCo

role, she will provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching, advise on the graduated approach to providing SEN support, be the point of contact for external agencies (especially the local authority and its support services), liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned, ensure the school keeps the records of all pupils with SEN up-to-date and work with the head-teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010.

6. Arrangements for consulting parents and pupils with SEN:

All pupils with SEND will have a support plan in place, which depending on the level of SEND needs will take varying forms. All pupils who receive SEND support and parents of pupils with SEND will be asked to contribute their views to support plans during formal reviews.

SEND support

Pupils and parents of pupils working at a SEND support level will be invited to discuss support during these meetings views on strengths, difficulties and needs will be sought. The provisions that each child receives will be added to a provision map. The provision map is a working document that is reviewed at least termly. The provision map details children's specific targets and the interventions they are to access to help them achieve their given target. If parents decline or fail to attend the review meeting, a copy of the SEND Support Plan will be sent home asking parents to meet with the class teacher to discuss support. Parents/carers are involved in the review of their child's SEND Support Plan on a regular basis.

One Plan

Pupils and parents of pupils who have a higher level of SEND (who may require more intensive support or have a greater level of need) will be working at a SEND support level but their needs will be recorded on a One Plan. The purpose of this document is to document multi-agency involvement and information in one place, in anticipation of an Education, Health and Care Plan (EHCP) assessment being made. These plans are normally compiled in consultation with the pupil, parent/carer and any other professionals involved in their education, health and/or social care. These plans are reviewed at least each term with the meetings chaired either by the SENCo or shadow SENCo.

Education Health and Care Plan

As well at regular attendance of Parent Pupil Progress meetings, pupils with an Education Health and Care Plan have an additional annual person-centred review of their progress. Parents/carers and any professionals who are currently involved or originally contributed to the EHC plan will be invited to attend an annual review and provide a summary of needs and progress. The EHCP review is chaired by the SENCo or shadow SENCo and is attended, where appropriate, by the pupil, parents/carers; any other agencies previously or currently involved are also invited to attend. During or following the review meeting, the amended EHCP and the Annual/Interim Review Form are sent to the local authority. Parents receive a draft-amended copy with any proposed changes from the local authority. Parents can make any further amendments to the draft Education, Health and Care Plan before a final copy is issued.

7. Arrangements for assessing and reviewing pupil progress:

As a school we measure children's progress in learning against age-related expectations. Teachers assess children's progress on a regular basis and more formally at the end of each term. If a child fails to make adequate progress, we discuss the reasons behind this. Teachers may well be able to add/alter teaching methods or resources to accelerate progress. At other times, the child may take part in an intervention/s. At the end of each intervention period the child will be re-assessed so that we can check progress is being accelerated and targets achieved.

8. Arrangements for supporting between year groups and phases:

We encourage all new children to visit the school prior to starting. During this initial visit children will be shown around the school and any concerns can be addressed. When pupils are in school their needs are reviewed termly between the teacher and SENCo, with details of provision received shared with parents and pupils during PPC's and formally recorded on a provision map. At the end of each academic year, the information gathered throughout the year relating to each individual's needs is shared during transition hand-over meetings.

Throughout the year all pupils will have the opportunity to meet a variety of staff within their phase. Before moving into a new class, whenever possible, 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 may be put in place, which could 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.

9. Approaches to teaching:

Work activities within class are 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 further differentiated for individuals. 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 level of work. If a child does require additional support teachers and teaching assistants will encourage pupils to work independently, using metacognitive strategies (strategies to help thinking skills develop). However, if pupils continue to need support from an adult to help them achieve their learning targets, teaching assistant support can be put in place.

Teaching assistants support individuals or small groups in class by providing advice, support and strategies so that children can make progress towards achieving the learning outcome. Additionally, teaching assistants are responsible for delivering most of the interventions in school. We provide on-going training so that teaching assistants can deliver interventions successfully, with confidence. At all times, teaching assistants work closely with class teachers and the SENCo.

10. Adaptations to the curriculum and environment

To make the school an inclusive setting, a wide range of adaptations are put in place – these can range from quality first teaching strategies, such as simplifying, reducing or repeating information to employing strategies suggested by professionals to support engagement in lessons. All pupils have access to a range of resources, which promotes and encourages concentration such as fidget aids, ear defenders and wobble cushions. If and when required, resources can be adapted to the needs of the individual for example those with a visual impairment of a specific learning difficulty such as dyslexia. Adaptations can also be made to

the learning environment, for example providing a student with a workspace, desk divider or visuals to help them concentrate or remain on task. Additionally, room layouts can be changed to support people with physical needs so that space is not a barrier to their learning or engagement.

If an intervention is required, they are carefully monitored in order to ensure that they have an impact on children's learning. Sometimes interventions take place outside the classroom, but we strive to ensure that what is learned and practised outside of the classroom is applied to learning inside the classroom as well.

11. Expertise and training of staff:

The vast majority of our TAs have had training in a wide range of SEND related issues including language development, autism spectrum condition (ASC), moderate learning difficulties (MLD), dyslexia, phonics and attachment disorder. Every year, we review our safeguarding 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.

- 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 trained to communicate through Makaton and another two Teaching Assistants who are able to communicate using British Sign Language. Additionally, there is one fully trained members of staff who is familiar with and has successfully used PECs as an alternative tool for communication.

12. Evaluating the effectiveness of provision:

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.

13. How pupils with SEN are enabled to engage:

The Rydal Academy is an inclusive school and several strategies are widely used to support and promote inclusion. Each pupil's needs are unique and so receive support as required by their need. However, in school we offer all pupils access to aids such as ear defenders, coloured over-lays and move and sit cushions etc. Visuals are used in every class to support routines and understanding. Staff are aware of the language demands of the curriculum and can cater to the needs of individuals using quality first strategies, based on their knowledge of the three tiers of language. Should pupils have specific needs resources or strategies recommended, we will endeavour to ensure the appropriate support is put in place.

14. Support for improving social and emotional development:

As a school we place an emphasis on recognising positive behaviour. The school has a number of strategies to support the emotional and social development of all pupils. All staff follow the school behaviour policy to promote positive behaviour and recognise and act on

negative behaviours. Currently, pupils have class 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.

In school, we place much emphasis on self-regulation and mindfulness. Strategies to support these are regularly taught across the whole school in order to promote resilience. We encourage children to use taught strategies in class – however, should pupils require extra help and support they can seek further advice or input from the pastoral lead.

If a child has behavioural difficulties, a personal behaviour plan can be written alongside the child and their 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.

Mrs Galey is here to support pupils in overcoming any social or emotional difficulties that are getting in the way of their learning. The support each child gets will depend on their individual needs. The pastoral lead is 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 ensure that all pupils are adequately safeguarded. She is the first point of contact in school for supporting pupils looked after in alternative care arrangements or by the Local Authority.

15. How the school involves other bodies:

As a school we work closely with any external agencies that we feel are relevant to individual pupils needs including - Health: School Nurse, General Practitioners, CAMHS (Child and Adolescent Mental Health), Paediatricians, OT (Occupational Therapist), Physiotherapy and the Speech & Language Therapy service. We also work very closely with the Early Years Inclusion team, Social Care and Education Psychologists, advisory teachers for the visually and hearing impaired and the Social Communication outreach Service (SCoS) for pupils with social communication difficulties or ASC. 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.

16. Making a complaint:

When concerns are raised, they are dealt with openly, immediately and efficiently. For concerns, small issues or questions we ask parents to talk to teachers first, then to a member of the Senior Leadership Team, then in the third instance to the Head-teacher or Deputy Head-teacher.

If you continue to be unsatisfied with the handling of a complaint, please refer to the complaints procedure.

Useful Contacts - 01325 380784

Miss L. Truby (SENCo)

Mrs. C. King (Shadow SENCo)

Mrs J. Thurland (Designated Safeguard Lead)

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

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

Links with other policies and documents:

The following policies are available at [The Rydal Academy](#) under the header 'key info' - 'policies'.

- SEND Policy
- SEND Local Offer
- Supporting pupils with medical conditions
- Behaviour Policy
- Equality information objectives
- Accessibility Plan
- Complaints Policy

17. Further sources of information:

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. More information can be found at Darlington Borough Council's website or by clicking on [The Local Offer](#)

SEND IASS - If your child has a special educational need or disability and you would like further information or help contact Darlington Special Educational Needs - Information, Advice and Support Service (SEND IASS). More information can be found at Darlington Borough Council's website or by clicking on [SEND IASS](#)