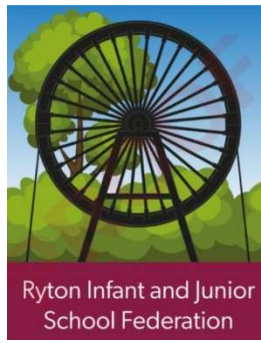


Ryton Infant and Junior  
School Federation

# SEND Policy and Information Report



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## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

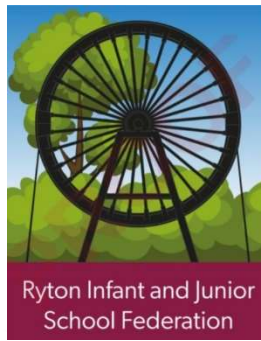
At Ryton Federation we aim to:

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible.
- To ensure that pupils with SEND take as full a part as possible in all school activities.
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment.
- To ensure that pupils with SEND are involved, wherever practical, in decisions affecting their SEND provision.

We recognise that many pupils will have additional needs at some time during their school life. Our overall aim is to ensure that all children are supported as necessary in order that they may work confidently towards reaching their full potential.

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.



To achieve our main aims it is necessary to:

- have a whole school approach to identification, assessment and provision for children with special educational needs
- view our special needs provision as an ongoing, developing process
- provide quality first teaching and appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum.
- develop an effective partnership between school, parents and outside agencies.
- encourage children and parents/carers to participate in decision-making about provision that will enable the individual to reach their full potential.
- ensure that the assessment and record-keeping system provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage.
- involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines.
- ensure all those involved with children with SEND work as a team with the school's main aim in mind.
- monitor those procedures which have been put into place to ensure children with SEND make significant progress as they move through the school.
- identifying children's support needs early is vital if they are to thrive, and enables parents and professionals to put the right approach in place quickly.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

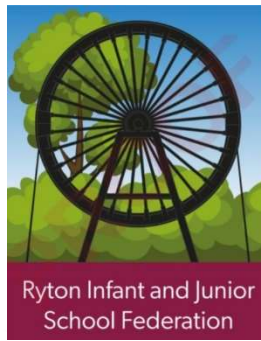
## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.



## **4. Roles and responsibilities (face to face meetings may be used alongside email, phone calls and TEAMS meetings where appropriate)**

### **4.1 The SENDCO**

The Sendco will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

### **4.2 The SEND governor is Mrs Ashleigh McNeill**

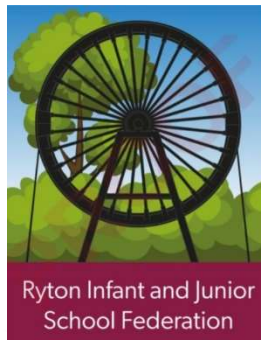
The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **4.3 The Head Teacher**

The Head Teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability



#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- working with the SENDCO to collect all available information on the pupil
- developing strong relationships with parents
- encouraging pupils to participate in decision-making

### **5. SEND information report**

#### **5.1 The kinds of SEND that are provided for**

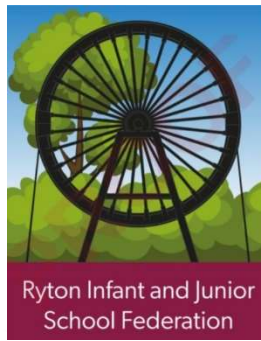
Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

#### **5.2 Identifying pupils with SEND and assessing their needs**

At Ryton Federation we have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully included in mainstream classes. The school makes every effort to ensure pupils with SEND have full access to the National Curriculum and that they are actively involved in all aspects of school life.

The SEND Code of Practice makes it clear that all teachers are teachers of pupils with special education needs. At Ryton Federation we recognise that all teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, for ensuring that those pupils requiring different or additional support are identified at an early stage.



We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Children will be placed within 3 bands depending on the support that they require:

- wave 1 – Quality First teaching
- wave 2 – specific, focused intervention
- wave 3 – referral to outside agencies for further advice, assessment and support.

### **5.3 Consulting and involving pupils and parents**

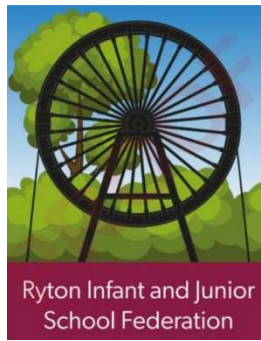
Ryton Federation firmly believes in developing a strong partnership with parents/carers and that this will help children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of a child's needs and how best to support them and that this gives them a key role in the home/school partnership. The school will make available, to all parents of pupils with SEND, details of the Parent Partnership Service available through the LA.

We will have an early discussion with parents (and pupil if appropriate) when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.



#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

At Ryton Federation we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This will be recorded on each child's individual learning plans and updated at each review.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

At Ryton Federation we will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will arrange a meeting with the school's SENDCO, as appropriate, to share information that will support the pupil's transition. Where appropriate, additional visits will be arranged to support transition. Additional resources and visits will be provided to support children (photographs of new classroom layouts etc).

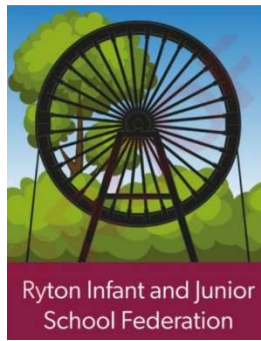
#### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Lexia Core 5
- Numicon-Big ideas
- Mymaths
- Maths plus1
- Sounds Write, Hornet and Toe-by-Toe
- Talk Boost
- Precision Teaching
- Nurture Groups/ HENPower/ therapy based activities
- Blacksheep Press materials and Zones of Regulation
- Sensory Circuits and emotional regulation



### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font, now and next boards, task management boards etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We will work with the following agencies to provide support for pupils with SEND:

- Behaviour support
- HINT/LINT
- Speech and Language team
- Occupational Therapy
- CYPS, EWT, NE Counselling and Children's North East
- RISE
- CAMHs
- Educational Psychologist
- Early Years Assessment and intervention Team (HINTEY)

### **5.9 Expertise and training of staff**

Our SENDCO is allocated 1 and a half days per week to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs)

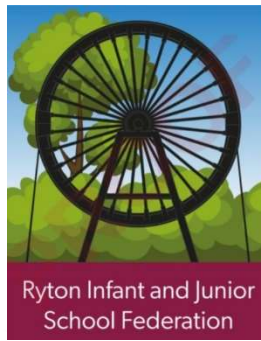
In the last academic year, staff have been trained in supporting children with their mental health needs, EYFS staff have worked with Literacy LaunchPad and on activities for sensory feedback/self-regulation. All staff have accessed training focused on staff well-being delivered by outside specialists. Many have been trained in the delivery of Sounds Write. The SENDCO has also delivered training around mental health needs and staff have accessed Zones of Regulation Training.

Many staff have worked with outside agencies to develop strategies to support children they are working with i.e. BSS, HINT, EP and HINTEY.

### **5.10 Securing equipment and facilities**

At Ryton Federation, we have disabled parking spaces, disabled toilets, low curbs and ramps to allow children with physical difficulties to access all areas of the school. We have made adjustments for visually and hearing-impaired pupils. Handrails are installed on every set of steps outside the building and yellow lines have been painted to assist VI children with stairs and uneven surfaces.





### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEM may be involved in a nurture group at the beginning of each day to look at the daily timetable and discuss any problems. Some children have the opportunity for reflection time at the end of the day.
- Pupils with SEM may be given a 'key worker' that checks in with them throughout the day to ensure they are settled and focused in class.
- The Federation is working with the Rise Project to support individuals, small groups and to work with classes in a targeted approach to mental health and well-being as provision becomes available.

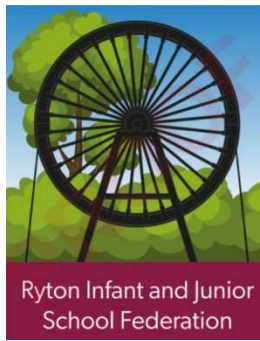
We have a zero-tolerance approach to bullying.

### **5.14 Working with other agencies**

The school recognises the important contribution that external support services make in assisting to identify, assess and provide support for pupils with SEND.

When it is considered necessary, colleagues from the following support services will be involved with pupils with SEND:

- Behaviour support, HINT/LINT/HINTEY and Area SENDCo
- Speech and Language Team
- Occupational Therapy
- CYPS, CAMHS and Emotional Wellbeing
- Educational Psychologist
- Health Visitors



### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCO/ Head in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEND**

SEND Information, Advice and Support Service (SENDIASS)

[DAISS@barnardos.org.uk](mailto:DAISS@barnardos.org.uk)

0191 4784667

### **5.17 Contact details for raising concerns**

Mrs Deborah Ashcroft (Executive Head Teacher)

Ryton Infant and Junior School Federation

Main Road

Ryton

NE403AF

0191 4133573

### **5.18 The local authority local offer**

Our local authority's local offer is published here:

<https://gateshead-localoffer.org/information-advice-services-and-support/>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Head Teacher and SENDCOs every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions