

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 2024

Date for next review: October 2025

1. Introduction:

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

2. Definitions:

Section 6 of the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015), defines pupils 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 pupil 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 pupils or young people of the same age by mainstream schools.

If it is established that a pupil has 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 pupil and young people

Many pupil 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. Pupil and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled pupil and young people and those with SEND. Where a pupil 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 pupil aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other pupil 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 pupils having specialist equipment. Adapted activities are planned into lessons so that every pupil can fully engage and take part in class. Adapted activities 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 pupil who despite receiving adapted learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil'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 improved 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):

Mrs. Gaines 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/carers, 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 SEND:

All pupils with a special educational need will have a Support Plan in place, which depending on the level of needs will take varying forms. All pupils who receive SEN support and parents/carers of pupils with SEND will be asked to contribute their views to learning plans.

SEND support

Parents/carers are involved in the review of their pupil's support plan on a regular basis. Pupils and parents/carers of pupils, working at a SEND support level, will be invited to review support on a regular basis. The provisions that each pupil 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 pupil's specific targets and the interventions they are to access to help them achieve their given target.

Education Health and Care Plan

Pupils with an Education Health and Care Plan have an annual person-centred review of their progress. Parents/carers and any professionals who are currently involved 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 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 request 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 pupils progress in learning against age-related expectations. Teachers assess pupils progress on a regular basis and more formally at the end of each term. If a pupil 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 pupil may take part in an intervention/s. At the end of each intervention period the pupil 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 pupils to visit the school prior to starting. During this initial visit pupils 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 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 a pupil 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 pupils are able to access learning according to their specific needs. Pupils are encouraged to challenge themselves by selecting their own level of work. If pupils do 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, if available, can be put in place.

Teaching assistants support individuals or small groups in class by providing advice, support and strategies so that pupil 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.

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. 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.

11. Expertise and training of staff:

Most 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.

12. Evaluating the effectiveness of provision:

In school, because we track each pupil's progress, we are able to set individual targets. Targets that are set for a pupil, 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 the pupil to achieve their targets. We can review the data from the provision map to feed in with teacher assessments and monitor pupil's progress academically against 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.

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 pupils 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 pupil has pastoral difficulties, a support plan can be written 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 our pastoral lead and is here to support pupils in overcoming any social or emotional difficulties that are getting in the way of their learning. The support each pupil 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.

Mr. Dickinson, is our Designated Safeguarding Lead and works closely with all staff in school, parents/carers as well as a range of outside agencies to ensure that all pupils are adequately safeguarded. He 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, CAMHS (Pupil 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 pupil 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 complaint's procedure.

Useful Contacts - 01325 380784

Mrs L. Gaines (SENCo)

Mrs. C. King (Shadow SENCo)

Mr M. Dickinson (Designated Safeguard Lead)

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

Links with other policies and documents:

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

- Accessibility Plan
- Behaviour and self regulation policy
- Educational Visits Policy
- Looked After Children Policy
- SEND Information report – pupil guide
- SEND Local Offer
- SEND policy
- Supporting pupils with medical conditions

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 pupil 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](#)