

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: September 2025

Date for next review: September 2026

1. Introduction:

At The Rydal Academy, our curriculum is designed to support the development of the whole child—helping them become confident, independent learners who face the future with resilience and enthusiasm.

2. Definitions:

According to the SEND Code of Practice (0–25 years, January 2015), a pupil has special educational needs (SEN) if they have a learning difficulty or disability that requires special educational support.

This applies if:

- 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 means teaching or training that is ‘additional to or different from’ what is normally provided for pupils of the same age.

SEN needs fall into four broad categories:

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

Disabled pupils and young people

Under the Equality Act 2010, a disability is defined as a physical or mental condition that has a long-term and substantial impact on daily life. This includes sensory impairments (e.g. sight or hearing loss) and long-term health conditions like asthma, diabetes, epilepsy, or cancer.

Not all disabled pupils have SEND, but many do. If a pupil needs special educational support beyond what the Equality Act requires, they are also considered to have SEND.

Provision for SEND Pupils

Provision for pupils with Special Educational Needs and Disabilities (SEND) at The Rydal Academy begins with high-quality teaching that is carefully adapted to meet the needs of all learners. While this approach supports the majority of pupils, some children require additional or different support to help them thrive. This type of support is referred to as special educational provision, as defined in Section 21 of the Children and Families Act 2014. For pupils aged two and above, it involves teaching or training that goes beyond—or differs from—what is typically offered in mainstream schools or early years settings, ensuring every child has the opportunity to succeed.

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

We are an inclusive school and support pupils with a wide range of needs, including:

- Speech, Communication and Language Needs (SCLN)
- Autism Spectrum Condition (ASC)
- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)
- Social, Emotional and Mental Health (SEMH)
- Visual Impairments (VI)
- Hearing Impairments (HI)
- Physical Disabilities (PD)

These needs are supported throughout the school day and in every classroom.

We use Quality First Teaching (QFT) to tailor learning for all pupils. This may involve small changes, like seating arrangements, or more significant adjustments, such as specialist equipment. Lessons include adapted activities so every pupil can participate fully. These adaptations might include different ways to present or record work, support from teaching assistants, specialised resources, or tasks with varied levels of challenge.

4. Identification of pupils with SEND:

We are committed to identifying SEND early and follow a graduated approach in line with the SEND Code of Practice.

We consider intervention when a pupil, despite receiving adapted learning opportunities:

- Makes little or no progress in key areas.
- Struggles with literacy or maths, leading to low achievement.
- Shows ongoing social, emotional, or behavioural difficulties that don't improve with standard strategies.

- Has sensory or physical issues and still makes limited progress despite using specialist equipment.
- Has communication or interaction difficulties and doesn't progress with a differentiated curriculum.

The SENCo coordinates support and monitors progress to help pupils reach their goals and remove learning barriers

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

Mrs. Gaines is our SENCo, as defined by the SEND Code of Practice. She is responsible for overseeing support for pupils with SEND.

Her role includes:

- Advising staff and working with parents, carers, and external agencies.
- Guiding the graduated approach to SEND support.
- Acting as the main contact for outside services, especially the local authority.
- Supporting transitions to new schools or settings.
- Keeping SEND records up to date.
- Ensuring the school meets its legal duties under the Equality Act 2010, in collaboration with the Headteacher and governing board.

6. Arrangements for consulting parents and pupils with SEND:

All pupils with SEND will have a Support Plan tailored to their needs. Pupils and their parents or carers are invited to share their views and help shape these plans.

SEND Support Parents and carers are regularly involved in reviewing their child's Support Plan. Pupils receiving SEND support are included in a cycle of reviews. Each pupil's support is recorded on a provision map, which outlines their targets and the interventions they receive. This map is updated three times a year.

Education, Health and Care Plan (EHCP) Pupils with an EHCP have an annual person-centred review. Parents, carers, and professionals involved in the pupil's support are invited to attend and share updates. The review is led by the SENCo or shadow SENCo and may include the pupil, their family, and relevant agencies.

After the meeting, the updated EHCP and review form are sent to the local authority.

Parents/carers receive a draft version with proposed changes and can request further amendments before the final EHCP is issued.

7. Arrangements for assessing and reviewing pupil progress:

At The Rydal Academy, we regularly assess pupils' progress against age-related expectations. Teachers monitor progress throughout the term and carry out formal assessments at the end of each term.

If a pupil isn't making expected progress, we explore the reasons. Teachers may adjust their teaching methods or resources to better support the pupil. In some cases, pupils may take part in targeted interventions. After each intervention period, we reassess the pupil to check whether progress has improved and targets have been met.

8. Arrangements for supporting between year groups and phases:

We encourage new pupils to visit the school before they start. During this visit, they are shown around the school and any questions or concerns can be addressed.

Once pupils are in school, their needs are reviewed regularly by their teacher and the SENCo. These reviews are recorded on a provision map. At the end of the academic year, all relevant information is shared during transition handover meetings to ensure continuity of support.

Throughout the year, pupils meet various staff members within their phase. Before moving to a new class, pupils spend time with their new teacher in their new classroom. If a pupil has SEND, extra support may be provided—this could include additional visits, transition booklets, or social stories.

For pupils in Year 6 moving to secondary school, many feeder schools offer tailored induction programmes based on individual needs.

9. Approaches to teaching:

Classroom activities are designed to match pupils' individual learning needs. Pupils are encouraged to challenge themselves by choosing tasks that suit their ability level.

If extra help is needed, teachers and teaching assistants promote independent learning using metacognitive strategies (techniques that help pupils think about their own learning). If pupils still need support to meet their targets, teaching assistants may provide additional help.

Teaching assistants work with individuals or small groups, offering advice, strategies, and encouragement to help pupils progress. They also lead most of the school's intervention programmes.

10. Adaptations to the curriculum and environment

To ensure our school is inclusive, we make a wide range of adaptations. These may include:

- Simplifying, repeating, or reducing information.
- Using strategies recommended by professionals to help pupils engage in lessons.

- Providing resources that support focus and concentration.

Resources can be tailored to individual needs—for example, pupils with visual impairments or specific learning difficulties like dyslexia may use adapted materials.

11. Expertise and training of staff:

Most of our teaching assistants (TAs) have received training in a wide range of SEND-related areas, including:

- Language development
- Autism Spectrum Condition (ASC)
- Moderate Learning Difficulties (MLD)
- Dyslexia
- Phonics
- Attachment disorder

12. Evaluating the effectiveness of provision:

We closely track each pupil's progress, which allows us to set personalised targets. These targets—when 'different from or additional to' those of other pupils—are recorded on a provision map.

The provision map is reviewed regularly to check whether the support is helping the pupil achieve their goals. We use this data alongside teacher assessments to monitor academic progress against age-related expectations.

If a pupil isn't making expected progress, even with support, we break down their assessment data into smaller steps to better understand their needs and ensure progress is made.

13. How pupils with SEN are enabled to engage:

The Rydal Academy is committed to inclusion. We use a variety of strategies to support pupils with SEND, tailored to each pupil's individual needs.

All pupils have access to a range of helpful tools. Visual aids are used in every classroom to support routines and understanding. Staff are trained to adapt language and teaching strategies based on pupils' needs. If a pupil requires specific resources or strategies recommended by professionals, we do our best to provide them.

14. Support for improving social and emotional development:

We focus on recognising and encouraging positive behaviour. Our behaviour policy helps staff promote good behaviour and respond appropriately to challenges.

Pupils enjoy playtimes and lunch breaks supervised by familiar staff, giving them opportunities to build relationships with adults across the school.

We teach self-regulation and mindfulness strategies throughout the school to help pupils build resilience. Pupils are encouraged to use these strategies in class. If extra support is needed, they can speak with our pastoral lead.

If a pupil is experiencing emotional or social difficulties, we create a support plan to identify the issues, provide targeted help, and set goals. We log all incidents of poor behaviour to spot patterns and tailor interventions accordingly.

Mrs. Galey, our pastoral lead, supports pupils with emotional and social challenges that may affect their learning. She also offers friendly, non-judgemental support to parents.

Mr. Dickinson, our Designated Safeguarding Lead, works with staff, families, and external agencies to ensure pupils are safe. He is the main contact for pupils in care or alternative arrangements.

15. How the school involves other bodies:

We work closely with a range of external agencies to support pupils based on their individual needs. These may include:

- Health professionals such as the School Nurse, CAMHS (Child and Adolescent Mental Health Services), Paediatricians, Occupational Therapists, Physiotherapists, and Speech & Language Therapists (SaLT).
- The Early Years Inclusion Team, Social Care, Educational Psychologists, and advisory teachers for pupils with visual or hearing impairments.
- The Social Communication Outreach Service (SCoS), which supports pupils with social communication difficulties or autism.

If your child needs support from any external agency, we will always inform you first and ask for your permission before making any referrals or arranging professional involvement.

16. Making a complaint:

We aim to resolve concerns quickly, openly, and effectively. If you have a concern or question:

1. Speak to your child's teacher first.
2. If needed, speak to a member of the Senior Leadership Team.
3. If the issue remains unresolved, contact the Headteacher or Deputy Headteacher.

If you're still not satisfied, please refer to the school's formal complaints procedure for further steps.

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:](#)

- 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](#)