

The Rydal Academy Local Offer

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How does The Rydal Academy know if children need extra help?

Children may be identified as having SEND through a variety of ways including the following:-

- Concerns raised by parents,
- Concerns raised by the class teacher for example, if behaviour or self-esteem is affecting performance,
- Identified as performing below age expected levels and not making expected progress, despite support
- Liaison with previous setting,
- Liaison with external agencies e.g., physiotherapist,
- Health diagnosis through paediatrician/doctor

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 (2015).

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 adapted learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in an 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 or emotional 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.

As a school we measure 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 Development Matters and End of Year Expectations.

Children who are not making expected progress are identified through our termly Progress Review meetings; where 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 meetings offered throughout the year.

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

Work activities within class are pitched so that all children are able to access learning according to their specific abilities. If children do require additional support, teachers and teaching assistants will encourage them to work independently, using metacognitive strategies (strategies to help thinking skills develop). However, if children 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 they 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.

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 children have access to a range of resources, which promote and encourage concentration. If and when required, resources can be adapted to the needs of the individual, for example, those with a visual impairment or 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.

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

If your child accesses any additional support or interventions these will be discussed and recorded on a support plan.

Support Plans are created alongside children before being shared with parents/carers on a termly basis. Parents/carers are invited into school to discuss the learning plan and review any support or interventions their child is accessing.

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

- 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 an 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. 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 academic, pastoral, medical and social care of every child in their class. If further support is required the class teacher can liaise with the SENCo, Pastoral Lead or Designated Safeguarding Lead. If further or specialised advice is needed, we may ask for support from outside agencies.

- The school has a policy regarding the administration and managing of medicines on the school site. Parents/carers need to contact the school to discuss their child's medical requirements. If administration of medication is required an 'Individual Health Care Plan' will be put in place.

How will my child be able to contribute their views?

Children from Reception through to Year 6, are invited to regularly complete an annual questionnaire during the year to support school improvement. They also write a child/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 support plan is 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. 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, 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 a variety of SEND training, including training in Attachment Disorder, Moderate Learning Difficulties, Dyslexia and phonics alongside yearly Child Protection Level 1 training.

As a staff we have regular training and updates of SEND conditions, use of medications and resources or interventions available for our children to ensure all staff can manage children 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 can 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 accessible 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 parent/carers 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 and another whose first language is Ukrainian, who are able to act as interpreters, if needed.

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.

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. 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 need's basis. Some children who have an Education, Health and Care Plan (EHC Plan) will be assigned the level of support they need in school.

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, social or 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 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. Mr Dickinson will be the best person to see around issues relating to safeguarding and Mrs Gaines for issues regarding provision and support for children with special educational needs or disabilities. The Head teacher, Mr Armitage, is available to show prospective children and parents/carers around the school.

Links with other policies and documents

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

The Local Offer

The purpose of the Local Offer is to 'offer' information for parents/carers, 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 on Darlington Borough Council's website or by clicking on [The Local Offer](#)

If your child has a special educational need or disability and you would like further information more information can be found on Darlington Borough Council's website or by clicking on [SEND IASS](#)