



SEN information Report

1. The types of special educational needs that are provided for are ;

ADD, Learning difficulties, Down's Syndrome, Emotional and Behavioural difficulties, Language difficulties, Dyslexia, ADHD, Autistic spectrum, Autism

2. Policies for identifying children and young people with SEN and assessing their needs.

Identification is through class teacher observations and pupil progress meetings (which are held every half term). Parents may also inform the Academy if they too have concerns about their child, either via the class teacher or meeting with the SENCO. Referrals are made to outside agencies if it is thought to be suitable these include, Learning support, Early Years support, Educational Psychologist, Autism Team, ADHD nurse, MAST. Parents wishing to pursue a Ryegate referral need to contact their own GP.

3. SENCO details

Cath Thomas 0114 2662312

4. Consulting parents of children with SEN and involving them in their child's education.

Parents and carers are invited to a structured conversation every term to discuss their child's education. Outcomes and provision is then discussed at these meetings and progress is reviewed. Minutes of these meetings are typed up and a copy is sent home to parents / carers.

5. Consulting young people with SEN and involving them in their education.

Pupils are invited to attend the structured conversations if it is appropriate. Pupil's voice is also included on the one page profiles which they discuss with the teaching assistant.

6. Assessing and reviewing children and young people's progress towards outcomes.

Progress is reviewed with the Headteacher, Deputy Headteacher and class teacher every half term during pupil progress meetings. Intervention impact is recorded by the teaching assistant and reported to the Deputy Headteacher. This is then discussed during the termly structured conversations with parents / carers. The SEN provision map is reviewed every half term and adjustments when necessary are made.

7. Transition support.

There is a comprehensive package for pupils joining the FS2 class. Pupils are visited in their nurseries and at home by the class teacher and teaching assistant. They are also invited to attend two sessions at the Academy during the Summer term before they start. The SENCO also attends transition review meetings at nurseries and liaises with the SENCO about their needs.

Pupils joining the academy or leaving the academy part way through the primary stages have their information shared with the relevant SENCO's.

Pupils in year six leaving for secondary school attend day visits prior to them leaving the academy at their allocated school. The SENCO also liaises with the secondary SENCO's and passes on any relevant information.

8. The approach to teaching children and young people with SEN.

In line with the new code of practice June 2014 the academy promotes high quality first teaching in class. We aim to support SEN pupils in class through the use of teaching assistants and differentiated activities.

9. How adaptations are made to the curriculum and the learning environment of children with SEN.

The curriculum is adapted to meet the needs of all our pupils. Class teachers use a 'peeling off' approach to ensure that pupils are given work that is appropriate for them. We are also an ESCAL school and promote the use of talking strategies throughout all areas of the curriculum. Learning environments are stimulating and relevant to the current topic in each class. Quiet areas are also put in place for those pupils who need them. Communicate in print is used throughout the school which provides SEND pupils with clear familiar visuals.

10. The expertise and training of staff to support children with SEN, including how specialist expertise will be secured.

There has been whole staff training in a number of areas including communicate in print, numicon, fisher family trust. Teaching assistants have also attended various training sessions on these areas: alphabet arc, letters and sounds, VIP, NIP, LEAP, active literacy, high 5, therapy, fine motor skills, dyslexia, autism, SPLC, ADHD, downs syndrome, social stories. There continues to be in place a professional development program for all staff working closely with outside agencies to develop practice within the academy.

11. Evaluating the effectiveness of the provision made for children with SEN.

We evaluate the effectiveness of SEN provision with various stake holders. The head teacher and class teacher in pupil progress meetings, the parent, child, class teacher, teaching assistant and SENCO during structured conversations. Outside agencies during review meetings and report writing. We also have regular teaching assistant meetings with the SENCO to discuss provision and adapt the provision map accordingly.

12. How children and young people with SEN are enabled to engage in activities available with children and young people in the Academy who do not have SEN.

Pupils with SEN are included in all activities available at the academy. Risk assessments are written with their needs included and considered for trips and outside activities. Their SEN requirements are shared with external staff if they attend after school clubs so strategies can be put in place to accommodate them. If necessary activities are adapted to suit individual needs of the SEN pupils.

13. Support for improving emotional and social development.

We employ a part time learning mentor who is able to work on a 1-1 basis with pupils that need emotional and social development. We also run social skills groups each week for pupils who struggle to cope socially and emotionally. We also contact outside agencies such as MAST again with a view to support pupils with emotional or medical needs.