



**Special Educational Needs
and/or Disabilities
(SEND) Information
Report for Parents and
Carers**

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Questions and answers for parents and carers



What are the Special Educational Needs and/or Disabilities (SEND) aims of Ryefield Primary School?

- To enable every child to experience success.
- To ensure that all children have access to a broad and balanced curriculum that is appropriately challenging to suit individual needs and abilities.
- To ensure children in need of SEND provision are identified as early as possible in their school life.
- To ensure that children with SEND receive the appropriate support and special educational provision to make progress and reach their potential.
- To ensure children take as full a part as possible in all aspects of school life.
- To work in partnership with parents/carers and empower them to actively contribute to their child's education.
- To ensure that 'pupil voice' is heard so that children with SEND are involved, wherever possible, in decisions affecting their future SEND provision.



What kinds of SEND needs do we provide for?

The four broad areas of need as stated by the SEND Code of Practice are:

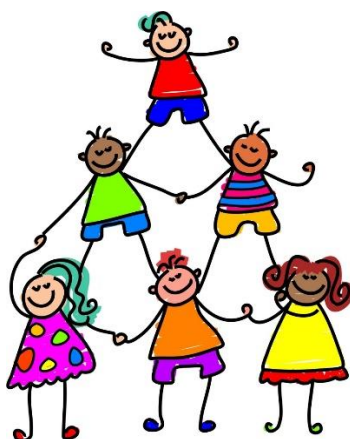
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)
- Cognition and Learning
- Sensory and/or Physical

If you think your child may have a special educational need, we would invite you, in the first instance, to make an appointment to see your child's class teacher to discuss your concerns.

Special educational 'provision' involves extra sessions, strategies or resources that are additional to, or different from, those made generally for other children or young people of the same age by mainstream schools.

In order to provide the support needed so that a child can reach their potential, it is important that individual needs are identified. No two children are the same and so we carefully design support to meet each individual's specific needs, using valued information from parents and the children themselves.

Some children may arrive at school with special needs or disabilities already diagnosed or identified. For those that do not or where more information is needed, we will consult parents for agreement to refer children to the correct professional (within or outside of school) to make an assessment. These assessments, along with observations from school staff, will determine whether a child has a special educational need and/or disability, and what the specific needs are. However, a formal diagnosis is not always necessary, and we will aim to meet the observed needs of all children, with the resources we have available.



How do you enrol your child with SEND at Ryefield?

A parent wishing their child to attend Ryefield Primary School must apply through Hillingdon Local Authority. At the time of applying, parents or carers should detail any Special Educational Need and/or Disability (SEND) their child is experiencing. Children who have an Education and Health Care Plan (EHCP) must inform Hillingdon Local Authority at the point of applying so they can consult the school to ascertain whether we are an appropriate setting for your child. There is currently no specialist resourced provision on site at Ryefield. However, we have a Hub classroom, which is dedicated to offering Speech and Language support, Social Communication support and Well-Being support.

How will we support your child with SEND as they start school?

If you accept a place at Ryefield and your child has SEND, please contact the Special Educational Needs Coordinator (Mrs Hayward chayward@ryefieldprimary.org.uk) as soon as possible to share any information that you have, as this will assist us to ensure a successful transition.

The SENCO will endeavour to meet with you and your child before they start at Ryefield to support transition. This meeting happens automatically if your child is starting Nursery or is new to the school and starting in Reception.

If outside professionals are already involved, the SENCO will make contact to share strategies and ensure appropriate provision is in place.



How does Ryefield identify children and young people with SEND and assess their needs?

Parents/carers know their children better than anyone, so we welcome the sharing of any observations or concerns families may have about their children – difficulties linked to learning, communicating with others or social skills for example. We also listen to the children themselves and talk to them about what they might be finding difficult.

Observations in school and discussions with children and their families form a central role in identifying needs linked to ‘Communication and Interaction’ difficulties or ‘Social Emotional and Mental Health’ needs.

Class teachers assess each child’s academic skills and levels of attainment on entry to the school. Class teachers will make regular assessments of academic progress for all children by:

- Monitoring work and academic progress
- Observing the child across a range of environments
- Talking to children and their parents
- Liaising with the SENCO and other professionals when appropriate
- Using in school assessment tools and data

Ryefield School’s Special Educational Needs and/or Disabilities (SEND) Policy gives further information about identifying children with SEND and assessing their needs.

We work with the following outside agencies to help identify and assess the needs of children:

NHS Child Development Centre (CDC)

Educational Psychologists

NHS Speech and Language Therapists

NHS Occupational Therapists

NHS Physiotherapists

NHS Children and Adolescent Mental Health Services (CAMHS)

LBH ASD and Behaviour Team

The SENCO will contact and liaise with these services, to ensure that specialist expertise is in place where needed.

The SENCO will also speak with teachers, parents and pupils to ensure that any specialist equipment or facilities are in place. These could include ear defenders, thera-putty, reading rulers, pencil grips etc.

How do we consult parents of children with SEND and involve them in their child's education?

Ryefield strives to promote effective communication links between school and parents/carers to ensure that opportunities to share any concerns are not missed. Regular communication will ensure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- Parents' and children's views are heard regularly and valued and acted upon
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps and targets are

Parents evenings are held every term during which you are informed of your child's academic attainment and progress and general behaviour in school. You are also encouraged to ask questions about your child's provision and progress during these appointments.

At Parent Evenings, you can also meet with the SENCO to discuss the child's SEND Pupil Passports or My Support Plan. These plans give details of the child's provision and targets, including any interventions. You will have the opportunity to have input into this provision. If you have any general concerns or questions about your child's learning, provision and progress you can contact your child's class teacher or SENCO at any point throughout the year.

The SENCO, Mrs Hayward, can be contacted via chayward@ryefieldprimary.org.uk



How do we consult children with SEND and involve them in their own education?

At Ryefield we embrace the fact that children have a unique knowledge of themselves. All children are encouraged to engage with their learning through measures such as:

Kagan Cooperative learning techniques (active learning strategies),

SCERTS strategies (strategies to help children communicate their thoughts and feelings and help them manage their emotions),

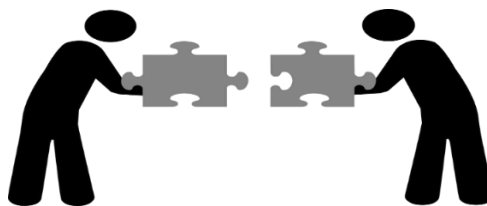
Moments of Triumph (developing non-academic, age related skills for life)

SEND children complete a Pupil Voice document, which seeks to capture their views regarding their strengths, difficulties, aspirations and how we can best help them with their learning.

Children who have an Education, Health and Care Plan are invited to their annual review meetings to discuss their progress, targets and to communicate their likes, dislikes, strengths and what they feel helps them achieve their targets at school.

Children are observed regularly in class by the SENCO or Family Support and SEND Support Officer, Miss Lansiquot. During these class visits, pupils are consulted as to their understanding, confidence, and engagement in their learning. Feedback with teachers and teaching assistants is given where appropriate, to ensure pupil views in their education are shared.

Ryefield provides weekly speech and language sessions and weekly social communication sessions in the Hub. Pupils attending Hub sessions regularly give feedback on their learning, which informs the provision given by Miss Lansiquot and class teachers.



How will the school make sure your child with SEND is included in all aspects of school life and receives equal opportunities to those non-SEND children?

Ryefield is proud to be an inclusive school. The belief that every child should reach their own personal potential is at the heart of our school. Our curriculum and learning environments are devised to ensure that all children, regardless of ability and needs, work together inclusively, with the resources we have available. The Hillingdon Borough Ordinarily Available Provision <https://www.hillingdon.gov.uk/article/4521/Information-for-professionals> is available online for parents to read. Paper copies can be requested via the SENCO. This document details the strategies that we can put in place as part of Quality First Teaching, which happens all day in every classroom. Quality First Teaching is where the qualified class teacher, using a range of strategies and resources to remove any potential barriers to learning, teaches the range of abilities and needs within their class, at the same time.

We want to be sure that every child at our school has an equal opportunity to access the curriculum. We do this by:

- Ensuring the whole school is accessible to children with physical disabilities via a lift and wheelchair ramps (the Accessibility Plan can be found on the school website, in the Policies section)
- Ensuring all classrooms are accessible to those with SEND through:
 - (a) tailoring the learning environment and individualised support within it to remove barriers to learning (dyslexic friendly classrooms for example)
 - (b) teachers planning exciting lessons which take account of child starting points and set work that ensures they make progress towards their targets
 - (c) providing resources, equipment and support accessible to all children, regardless of need.
 - (d) delivering Quality First Teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- School staff take part in regular and ongoing training to develop their expertise in different types of SEND support.

How will the curriculum and school environment be matched to your child's needs?

At Ryefield School, we believe that your child's learning needs will be met primarily through the high-quality teaching delivered by the class teacher, who takes responsibility for planning an appropriate curriculum for your child. The school uses the Assess Plan Do Review approach to teaching and learning. This means that the class teacher will provide activities and tasks to **assess** where each child is in their level of skills, understanding and knowledge base. From there, the class teacher will **plan** lessons with an appropriate level of challenge for the range of abilities within the classroom. The class will then **engage** in the learning opportunities – working individually, in pairs, groups or as a whole class in the classroom. The class teacher

will then observe and **review** the learning, which has taken place, and use those assessments to plan the next steps and targets for progression and attainment.

The curriculum is planned to match the age, ability and interests of all children. The class teacher will, whenever necessary, adapt lesson planning and teaching to match your child's special educational needs and/or disability. It may be appropriate to adopt different strategies, use specific resources and adapt outcomes to meet your child's learning needs and ensure they are successful.

Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.

The school is able to make adaptations to the environment to cater for the needs of children with visual or hearing impairment. Advice from NHS specialists would be sought in these instances.

The school provides a range of specialist resources which can be used to adapt and enrich the curriculum for children with SEND. These include resources for the development of fine and gross motor control, strategies to support speech and language, a range of games to support emotional and social needs and practical materials to support learning needs.



How do we assess and review progress of children with SEND?

We follow the graduated approach and the four-part cycle of assess, plan, do, review within our teaching and learning. The class teacher will work with the SENCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- The views and experience of parents/carers
- The child's own views
- The individual's development in comparison to their peers and national data
- Their previous progress and attainment or behaviour
- Advice from external support services and specialists, if relevant

All teachers and support staff who work with the child will be aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This information is contained on Pupil Passport information sheets, which parents and pupils also contribute to. Teachers, parents and pupils meet to assess and review progress during Annual Review meetings, My Support Plan meetings, Parent Evenings or more frequently if needed. Teachers actively seek opportunities to work with parents and pupils in the assess and review process throughout the year – parents sharing information about possible difficulties at home or teachers sharing potential support options in school for example. These opportunities come within the designated times throughout the year, listed above, or at the beginning/end of the day.

Teaching staff will regularly review the effectiveness of the support and interventions and their impact on the child's progress during Pupil Progress meetings.

How do we evaluate the effectiveness of the provision made for children with SEND?

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

- Reviewing children's individual progress towards their targets and reviewing the impact of interventions each term, during Pupil Progress meetings
- Co-producing SEND Pupil Passport provision plans with parents and children
- Monitoring by the SENCO, through observing classroom practice, book looks, feedback from pupils and parents
- Gathering and comparing information from teacher planning, lesson observations and children's books
- Holding reviews for children with My Support Plans and EHC plans

The SENCO liaises with outside agencies such as the London Borough of Hillingdon Inclusion Team and NHS Speech and Language Therapy Team to evaluate the effectiveness of the provision provided by the school. The SENCO also meets with SENCOs from other local schools to look for ways to improve the support given with the resources available.

What is an EHC Plan and who can request one for one for your child?

The purpose of an Education, Health and Care Plan (EHC Plan or EHCP) is to make special education provision to meet the complex, special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood.

An EHC Plan will contain:

- the views and aspirations of you and your child,
- a full description of their special educational needs and any health and social care needs,
- establish outcomes for your child's progress,

- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

One of the main criteria for an EHCP, is that more than £6000 is needed for a pupil to access daily mainstream classroom education. Teachers will also be monitoring a pupil's ability to make progress using Quality First Teaching strategies and Ordinarily Available Provision. Information about Ordinarily Available Provision can be found on the LBH website https://www.hillingdon.gov.uk/media/1961/Hillingdon-Ordinarily-Available-Provision/pdf/Hillingdon_Ordinarily_Available_Provision.pdf?m=1588847952827

The school, or you as parent/carer, can make the application request for the local authority to assess your child's needs. This may lead to an EHCP being granted.



What types of support are available to children with SEND at Ryefield?

We operate a 3 Wave model of teaching as part of our graduated response to SEND support.

Wave 1: Quality First Teaching (QFT) with all children learning from the class teacher

Wave 2: Short term, additional learning sessions (interventions) to enable children to work at age-related expectations or above

Wave 3: Longer term, additional interventions from school or personalised provision from outside agencies such as Occupational Therapy or Speech and Language Therapy

Waves of Intervention Model



Wave 1: Inclusive Quality First Teaching for all

Your child's teacher has high expectations for all children in their class. Teaching builds upon what your child already knows/understands, and progress is monitored in line with our feedback and assessment policies. The teacher will put different strategies in place to help your child engage in all aspects of school life, including those suggested by the SENCO and/or outside agencies.

We have received Social Communication, Emotional Regulation and Transactional Support (SCERTS) training which means that your child's class teacher will make use of SCERTS based approaches to support your child – using Zones of Regulation to support emotional needs for example.

Children at Ryefield are provided with practical learning opportunities, Kagan cooperative learning strategies, visual aids and resources specifically tailored to their needs, in order to encourage self-confidence and independence. This in turn promotes high levels of active engagement and readiness for learning. All children at Ryefield benefit from inclusive Quality First Teaching.

Wave 2: Additional interventions (PiXL therapies or speech and language Hub sessions for example) to enable children to work at age-related expectations or above

The class teacher will be assessing, planning for, monitoring and reviewing your child's progress and may at some point identify a gap in understanding and/or learning which requires extra support to bridge this gap between them and their peers.

The class teacher will inform you if additional support or intervention is required to support your child to advance in a particular area of learning. This support could include small group work or individual sessions with support staff or the class teacher. These interventions last for a specific time period and have clear measurable targets to help ensure a positive impact on your child's progress. Any child could benefit from additional targeted support at some point during their school career.

Wave 2 support may include but is not limited to:

- key literacy and numeracy skill sessions to fill gaps in learning,
- well-being sessions with the SEND Support Officer
- Intervention programmes to support children who are working below age-related expectations – such as Lexia and Precision Teaching

There is sometimes the expectation that additional help will take the form of the deployment of extra staff to enable 1:1 support to be given to the child. However, this may not be possible with the staff ordinarily available in school. A more appropriate approach might be to provide different learning materials or special equipment, to introduce some group or individual support, to devote extra adult time to devising the nature of the planned intervention and to monitor its effectiveness or to undertake staff development and training to introduce more effective strategies.

Individual support can have unexpected disadvantages for a child. For example, taking them away from the class teacher and the Quality First Teaching that they are providing, preventing children from accessing a broad and balanced, age appropriate curriculum. This creates a culture of dependence rather than promoting independence and creating social isolation by unintentionally creating a barrier between a child and their peers. This is something Ryefield is acutely aware of and aims to strike a balance between giving support and encouraging independence and resilience.

Wave 3: Additional personalised interventions (with possible external agency involvement)

This stage of support is available to children with identified or diagnosed difficulties, conditions or disabilities which require special educational provision to be made available to them.

When the SENCO and/or specialist professionals make provision recommendations, they may suggest changes to how your child is supported in class, set specific learning goals, support their involvement in groups run by school staff, under the guidance of an outside professional and/or provide time to work with the specific outside professional. Parents/carers will always be involved in decisions about how support and strategies are used and will be given contact details for agencies and/or services outside the school.

Wave 3 support may include but it not limited to:

- Individual interventions/support that target specific learning needs, by teaching assistants (precision teaching sight word mastery, for example)

- Individual interventions/support that target specific learning needs, by external agencies such as Speech and Language Therapists or Occupational Therapists
- Small group interventions that target specific gaps in learning, by teachers and teaching assistants (PiXL Reading, Grammar and Maths therapy sessions for example)
- Hub individual sessions, with the SEND Support Adviser (sessions based on EHCP targets)
- Hub individual touch base sessions, with the SEND Support Adviser (sessions based on social, emotional and mental health needs)
- Hub group interventions that support social skills, speech and language and 'attention and listening,' with the SEND Support Adviser (sessions based on SALT, CDC or EP targets)
- Lexia - Reading and Spelling online tuition programme
- Third Space Learning - Maths online tuition programme
- Lexonik Vocabulary mastery programme

How will Ryefield help you to support your child's learning?

We will provide you with home learning to help your child make the best possible progress, offering you support if you need this.

In addition, we will offer suggested strategies or activities for you to do at home to support your child's learning and meet their needs.

We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training with specific support strategies relevant to your child – precision teaching for example.

If your child has an identified special educational need, you will be invited to meet with your child's class teacher as often as requested, to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes. The SENCO may be involved in some of these meetings.

The SENCO, Family Support and SEND Support Officer (Miss Lansiquot) or Family Support Team can also support you with strategies, resources and ideas for supporting your child at home.

You may have an opportunity to meet with other professionals involved in supporting your child, i.e. Educational Psychologist, Speech and Language Therapist, Occupational Therapist at the school.

We actively encourage parents and carers to approach us if they feel more support is needed. This is a partnership we value at Ryefield.



How do we ensure staff have the right knowledge and expertise to support your child with SEND?

At Ryefield, continued professional development is actively encouraged and planned for. Training for SEND regularly forms a part of staff meetings and whole-school INSET training sessions. Resources linked to SEND support are maintained in the SENCO's office and the Hub. These are readily available to all staff and families (reading rulers and pencil grips to use at home for example). The SENCO regularly attends training sessions and forums in order to keep up to date with local and national agendas.

Training is provided for all staff by a variety of professionals e.g. the speech and language therapist, the local authority or experts within the school. This happens at least once every term, in response to particular SEND needs around the school. Individual staff training is arranged where necessary.

How do we work with other professionals and agencies to meet the needs of your child with SEND?

Staff at Ryefield engage with a range of external professionals in the health sector such as the Child Development Centre (CDC), the Child Adolescent Mental Health Service (CAMHS), occupational therapy and speech and language therapy services. We make referrals via the Stronger Families portal <https://www.hillingdon.gov.uk/stronger-families>

and support parents to get their children referred to these agencies when needed. We support any specialists visiting the school, ensuring that they can see children and meet with staff to discuss progress, next steps and programmes of support.

Ryefield also engages with support services provided by the local authority such as the SEND Advisory Service (SAS), which incorporates specialist teachers for hearing impairment, visual impairment, autism, behaviour etc. The local authority also provides support through the Stronger Families Hub whereby families can access the support of a keyworker, parenting classes etc.

How do we support and improve children's social and emotional development?

At Ryefield we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously. You can be confident that your child's class teacher, teaching assistants, the SENCO and other Ryefield staff all aim to provide

support to match your child's social and emotional needs. You should also feel free to contact your child's class teacher if you have any concerns.

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

- Targeted children with SEND are members of the various School Councils.
- Children with SEND in Years 5 and 6 are part of the School Well-being Team (who support and promote well-being around the school)
- Children with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships.
- Weekly Social Communication skills sessions in the Hub
- 1:1 touch base sessions in the Hub
- SCERTS (Social Communication, Emotional Regulation, Transactional Support) strategies, including the Zones of Regulation, are implemented throughout the school and in every classroom. To find out more about SCERTS, you can visit their website. <https://scerts.com/>

We have a SEND Support Officer (Miss Lansiquot) who supports children one to one with their emotional wellbeing. This SEND Support Adviser also manages the Well-Being Team.

Ryefield staff have received training on supporting Emotional Literacy and Emotional Regulation by the LBH Inclusion Team. Zones of Regulation is a visual support tool used throughout the school. Parents can have copies – please ask your child's class teacher for a copy.

Regarding separation, loss and bereavement needs, we work with the Child and Adolescent Bereavement service to provide support for families. More information can be found here: <https://www.harlingtonhospice.org/cabs>

We have a zero tolerance approach to bullying. If you are concerned that your child is being bullied at school please contact their class teacher immediately. Ryefield has a strong pastoral team called the Family Support Team. This team includes staff from around the school whose roles mean that they regularly come in contact with parents and children with particular needs or difficulties (not necessarily special educational needs). This team works closely with the Senior Leadership team to ensure that the views and experiences of children are heard and that measures are in place to promote attendance or prevent bullying for example.

What support can you expect if your child is moving class or leaving this school?

We know that changing class or school can be challenging for any child, especially those with SEND, and so we take additional measures to make certain that any transition is as successful as possible.

If your child is moving to another school:

- The class teacher will talk to your child to pinpoint how they are feeling about the move and discuss with them how to make it as positive an experience as we can.
- We will share information with the new school's SENCO and ensure they know about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on in a timely manner.

If your child is moving to another class:

- You will have the opportunity to meet with the new teacher before the transition takes place.
- Information will be passed on to the new class teacher in advance. A transition planning meeting takes place between the current and the new teacher at which point all SEND related documents will be shared.
- Your child may be offered an enhanced transition and visit the new class and/or teacher beforehand. This may take place with a key familiar member of staff and may also include friends and/or other children.
- A booklet can be made for your child which will support them to understand moving on.

If your child is moving on from Year 6:

- The SENCO, SEND Support Adviser and Year 6 teachers will discuss the specific needs of your child with the transition staff from their secondary school.
- Your child will be supported to understand the changes ahead. This may include a transition document, which contains information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and be supported by key staff from both schools.
- In many cases staff from the new school will visit your child at Ryefield School.



What will happen if there are concerns about your child's learning in school and how can you contact someone about this?

In the first instance, it is always best to talk to your child's class teacher about your concerns. It is likely that the class teacher will have discussed your concerns with the school SENCO.

If you continue to have concerns, you may wish to arrange to discuss these with a member of the Senior Leadership Team – Mrs McGee for children in EYFS and Years 1 and 2 or Mr Murray for children in Years 3 - 6. Please arrange a meeting by phoning 01895 547036 or use the school enquiries email ryefield.enquiries@ryefieldprimary.org.uk

What support is available to you as a parent of a child with SEND?

We encourage you to talk to your child's class teacher regularly so we know how they are doing at home, and you can find out what is happening in school. This helps ensure we are doing similar things to support them both at home and school and share what is working well.

Information from outside professionals will be discussed with you, or where this is not possible, in a report delivered directly to you, by the specialist involved. These external professionals working with your child should be able to contact you on request wherever possible. Your child's class teacher or SENCO can also discuss any assessments and ideas suggested by outside agencies with you.

SEND Pupil Passports or My Support Plans will be reviewed/ co-produced with you and your child regularly (during Parent Evenings for example) and will give you an opportunity to discuss any successes and worries you may have.

The Independent Provider of Special Education Advice (IPSEA) can also support you. This is a charity, which helps parents and professionals to support children with SEND and disabilities. They can be contacted on 01799 582030 or on their website: <https://www.ipsea.org.uk/>

Contact details and information for other support services available to children, young people and their families is published under the Hillingdon Local Offer website: <https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

For example, the Special Educational Needs and Disabilities Information and Advice Service (SENDIASS) can support families of children with SEND to gain access to services. They can be contacted on 01895 277001 or on their website: <https://www.hillingdonsendiass.co.uk/>

Other examples of local support services include:

Hillingdon Parent Carers Forum: <https://hillingdonpcf.com/>

The LBH Stronger Families Hub - <https://www.hillingdon.gov.uk/stronger-families>

Brilliant Parents - <https://www.brilliantparents.org/london-borough-of-hillingdon/>

LBH SEND Advisory Service (SAS) – saskeywork@hillingdon.gov.uk

Information about these and other support services can be found under the Hillingdon Local Offer website: <https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

