



Rawmarsh Ryecroft Infant School

SEND Information Report - May 2025

Contact Details:

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Rawmarsh Ryecroft Infant School promote and share the school motto 'Secure, Happy, Successful.' Our school is committed to providing equal learning opportunities for all our children regardless of race, gender, special educational needs and/or disabilities (SEND).

Teaching and Learning

We provide our children with a broad, balanced, creative curriculum. Staff have worked collaboratively across the school to ensure all year groups have a consistent approach to teaching and learning. Within the curriculum, themes have been identified to engage the pupil's interest and build a strong foundation of knowledge each year, building on prior knowledge and supporting new learning. Pupils with SEND are supported throughout the curriculum by adapting activities to meet each individual need where appropriate and teaching staff will scaffold the learning to enable them to achieve. Individual pupils planning may be put in place if learning is adapted to the pupil, this may include Gateway to learning plans, Read Write Inc- 1:1 work and small group intervention support. We also provide 1:1 support/targeted small group support for children who require additional support in the classroom. (Y1 & Y2 phonics club, NELI Speech & Language Intervention, implementation of SALT individual programs, plus support from many specialist staff for children with social, emotional and mental health needs.) A Remote Education Access program is in place for all pupils including those with SEND if access to education in school is not possible.

Additional information about our provision, how we monitor the effectiveness of interventions and assess needs can be found in school policies. These can be found on the school website.

Our Provision

Learning environments throughout school are consistent. Foundation Stage 2 work collaboratively as a team to support all pupils, and the learning environments are adapted to meet all pupils' needs, including those with SEND.

In Key Stage 1 each classroom has continuous provision with a small world, role play area, math, and writing areas. This approach enables pupils with SEND, opportunities to learn through play-based activities, continuing development of language and social skills. For example, throughout school the same visual learning tools are used and displayed in classrooms such as, visual timetables, Read Write Inc sounds, and e-safety information, again supporting pupils to reinforce prior knowledge and develop new learning at the appropriate level to their age and stage of development.

The SENDCO, alongside the Head Teacher, monitors the teaching and learning, including learning environments constantly to review the practice and ensure all pupils, including those with SEND have their needs met and the provision on offer is at a high standard and quality first teaching is having the greatest impact.

Children have full access to the school grounds.

How do we identify children with Special Educational Needs?

A child may be identified as having Special Educational Needs when:

Their progress is significantly slower than that of their peers starting from the same baseline.

Their progress fails to match or better their previous rate of progress.

The attainment gap between the child and their peers does not narrow.

They have a specific diagnosis of an area of need which may require provision additional to or different from that made generally for children of the same age attending a mainstream infant school.

Progress in areas other than attainment is also considered, for example, delayed social interaction, speech and language difficulties or social, emotional and mental health (SEMH) needs.

The Designated SEND Governor is **Mrs Julie Tate**.

How do we support children with SEND?

When a child has been identified as having SEND, we will act and provide SEND support.

We will follow a graduated approach which draws upon more detailed assessments, more frequent review and more specialist expertise in successive cycles. For a child with SEND, teaching and learning will be scaffolded to enable them to access the curriculum. Targeted or specialist interventions such as post/pre teaching, visual supports, extra reading practice will be used. If, despite appropriate support and provision, a child with SEN is still not making expected progress, the school or parents could request from the Local Authority, an Education, Health and Care Needs Assessment.

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

The designated SENDCO, alongside the SEMH and RSHE/PSHE leader takes an active role in supporting school provision for pupil's social and emotional development. Training and development in this area is taking place with the SEMH lead acquiring the relevant qualifications funded by the DfE. Staff are supported to develop their knowledge and understanding during monitoring visits, staff meetings and INSET days. School promotes positive mental health, through the school ethos, during each term's teaching of RSHE/PSHE and theme days/weeks such as Anti-Bullying Week. Pupils with SEND are supported by a range of strategies. When a pupil is identified with SEMH needs the teaching staff and parents will work collaboratively to seek advice from relevant services such as Educational Psychologist or referrals to the Child Development Centre (CDC) and Child and Adolescent Mental Health Service (CAMHS). Pupil voice will be heard, at an age and stage appropriate level. Each classroom has a designated teacher, teaching assistant and additional support staff where needed to ensure all pupils with SEND and/or SEMH

needs are supported. Strategies for support, for example '[zones of regulation](#)', 'Lego Therapy', and '[Theraplay](#)' are put in place, and advice from wider professionals is acquired. All staff have [Team Teach](#) training to support the pupil's needs, including de-escalation techniques.

Multi-agency team meetings may take place to support the pupil's needs, including Early Help meetings, which will plan, do and review the pupil's progress. School has an 'open door' policy, to support families and will meet with parents/carers to support their own needs, with school directing them to services such as [Early Help](#) and [SENDIASS](#).

Reasonable Adjustments

As a school we have a duty under the Equality Act 2010 towards individual disabled children. We make reasonable adjustments for disabled children to prevent them being put at a serious disadvantage. This could be in the form of an auxiliary aid or adaptation such as providing a communication aid for a child with a severe speech and language impairment or providing enlarged print for a child with a vision impairment. In addition, the school must publish a 3-year accessibility plan.

The school's Accessibility Policy and plan can be found on our website.

Data

Children are monitored at the following 3 different levels of SEND need.

- Informal support
- Formal support
- Education, Health and Care Plan

Children being supported at Informal may have a Gateway to Learning Plan and will be closely monitored through in school interventions. Children supported at Formal will have a Gateway to Learning Plan and be known to other agencies or services. Those who have complex needs who require the highest level of support, have an EHCP (Education, Health, Care Plan).

Our IDSR Data (Oct 2023) demonstrates that 42 children are supported at Formal with 6 children having an EHCP

We aim to provide for all children's needs including those with:

- Communication and Interaction Needs
- Autistic Spectrum Conditions
- Speech, Language and Communication Needs
- Cognition and Learning Needs (Moderate or specific learning needs)
- Social, Emotional and Mental Health Needs
- Sensory and Physical Needs (Physical and Medical, Hearing, Visual and Multi-Sensory Impairment needs).

We are always mindful that children may have more than one area of need or disability.

As well as children with specific individual needs, we identify children who are working

below average expectations and/ or not making expected satisfactory progress.

We follow the Graduated Response approach. Each pupil is tracked and when any of the above are identified through summative and formative data alongside teacher knowledge. The SENDCO will continue to monitor with the class teacher beginning the graduated response. During the process, pupils needs and development will be discussed, reviewed and constantly assessed to ensure a plan, do, review approach takes place and the next step in support/service is offered if needed. Parents and pupils are liaised with during the process.

Looked After Children with SEN

Looked After Children with a special education need will receive interventions, additional support and appropriate involvement of other agencies. The Designated Teacher for Looked After Children will liaise with the SENDCO, parents and carers and all other agencies involved to discuss progress and monitor learning. The Designated Teacher for Looked After Children is **Mrs Kate Blythe** and the Designated Governor for Looked After Children is **Mr Chris Oxer**.

Transition Arrangements

We provide early transition to the next class or phase of education for all children one week before the end of the summer term. Children with special educational needs and/or disabilities (SEND) also take part in additional transition visits as appropriate. A strong Year 2 transition plan is in place with Rosehill Junior School. School liaises closely with all early years feeder settings regarding transition into Ryecroft Infant School. A transition plan is put in place which is implemented in partnership with feeder settings. Additional transition visits may be arranged as required to meet pupil need.

Involvement of other bodies and Multi Agency Work

We work alongside many other agencies, dependent on the needs of the child, including:

- Educational Psychology
- Specialist Inclusion Team
- Speech & Language Therapy Team
- Visual Impairment Team
- Hearing Impairment Team
- Aspire Outreach (Behaviour Support)
- Multi Agency Safeguarding Team
- Early Help
- School Nurse
- Other agencies / services when appropriate

Complaints

Ryecroft Infant School seeks to promote co-operation between parents and multi- agency professionals to enable children to achieve their full potential. Any concerns should be discussed in the first instance with the class teacher and/or SENDCO. Any complaints should be made following the school's complaints policy. The SEND Governor/ Governing Body can be contacted via the school.

Pupil Voice

At Ryecroft Infant School we are developing ways in which we can give children a voice about their learning. We encourage children (age appropriately) to share their views about their strengths and weaknesses, our school, how they view the support they are getting and what they think they would benefit from, through a variety of ways including RSHE/PSHE lesson and our school values. Wherever possible/as appropriate we seek these views of children about learning/school. We try to include children's views in referrals to outside agencies such as SIT, CAMHS and Educational Psychologist. Children who have an Education, Health and Care Plan, are asked their views and opinions each time an annual review takes place and if/when necessary.

In school the Pupil Leadership Team meet regularly to discuss ideas, and views from across school and to act on behalf of all pupils. These views, ideas and opinions are collated, and staff support the PLT to prioritise and action the key points.

Training and Securing Expertise of Staff

We provide all staff with SEND training that is relevant to the current needs of the school and/or individual need(s) as detailed in the school's Developing Excellence Plan. The SENDCO attends regular LA meetings/training for SENDCOs. Training may cover a variety of needs and be provided by a range of multi-agency professionals and external providers including EPS, SIT, SALT Service, Health etc.

Parental Involvement

Parents and Carers are welcomed into our school and their views are valued. At Rawmarsh Ryecroft Infant School parents/carers are regarded as equal partners in their child's learning especially when their child has a special educational need and/or disability. Parents/Carers of children with SEN and/or disabilities are fully consulted and can be involved in all aspects of their child's education. This may be through formal and/or informal contact with the school. Regular meetings will be held between parents, school and multi-agency professionals. At these meetings outcomes will be set, progress towards outcomes reviewed, activities discussed and support that will help achieve outcomes considered. The responsibilities of the parent, pupil and the school will also be identified.

Further advice and support

See below for further advice and support regarding SEND:

Rotherham SEND Local Offer

<https://www.rotherhamsendlocaloffer.org.uk/>

Rotherham SENDIASS

[Homepage - Rotherham SENDIASS](#)

Link to SEND policy:

https://www.rawmarshryecroftinfantschool.co.uk/_documents/%5B950951%5DSEND_Policy_-_March_2024.pdf

Reviewed: May 2025

Due for Review: May 2026