



INCLUSION & SEND

Information Report 2026–2027

A family-friendly overview of how we identify barriers, adapt provision and help every pupil belong, achieve and flourish.

Together, pursuing "life in all its fullness" • John 10:10

Our commitment to inclusion

- We are a mainstream Church of England academy with specialist SEMH provision. Inclusion is not a separate strand of our work. It is how we remove barriers so every pupil can participate, learn and flourish.
- We maintain high expectations for pupils with SEND, disadvantaged pupils, pupils known or previously known to children's social care, and pupils facing other barriers to learning or wellbeing.
- Our approach begins with high-quality inclusive teaching, early identification and a continuous Assess → Plan → Do → Review cycle, strengthened by pupil and family voice and specialist advice when required.
- Our Christian vision places belonging, dignity, opportunity and participation at the heart of school life.

Who this report is for

Families

What support is available, who to speak to and how we will work with you.

Pupils

How your voice, strengths, aspirations and experience shape the help you receive.

Staff

A shared inclusion pathway linking classroom teaching, assessment, intervention and review.

Governors and partners

Clear oversight of provision, impact, participation and the removal of barriers.

Who we include and support

- Pupils with SEND, including pupils receiving SEN Support and pupils with an Education, Health and Care (EHC) plan.
- Socioeconomically disadvantaged pupils, including pupils eligible for the pupil premium.
- Pupils known or previously known to children's social care, including looked-after and previously looked-after children.
- Pupils who may face other barriers to learning or wellbeing, including overlapping vulnerabilities such as attendance, safeguarding, emotional wellbeing, medical needs, EAL/GRT status or caring responsibilities.
- For SEND, needs may relate to communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

Leadership and key contacts

Headteacher

Sherrise Cullen

SENDCo

Davina Lambeth

SEND Governor

Nicky Luntley

First point of contact

Your child's class teacher, followed by the SENDCo or Headteacher if further support is needed.

How we identify needs early

- Information is gathered from families and previous settings before entry. The SENDCo is involved in transition where needs are known or emerging.
- In Reception we use baseline information alongside tools such as WellComm, classroom assessment and professional observation to build a picture of strengths and barriers.
- Across school, teachers monitor learning, engagement, behaviour, attendance and wellbeing. Concerns are discussed through pupil-progress and inclusion processes rather than waiting for attainment to fall.
- Where attendance, dysregulation, avoidance or repeated suspension changes significantly, staff consider whether unmet or changing need may be contributing.
- External assessment and specialist advice are sought where appropriate and must be translated into classroom practice and reviewed for impact.

Our graduated response

1 ASSESS

Understand strengths, needs, starting points and barriers using assessment, observation, pupil/family voice and relevant specialist information.

2 PLAN

Agree precise outcomes, reasonable adjustments, teaching approaches, provision, responsibilities and a clear review point.

3 DO

The class teacher remains responsible. Staff deliver inclusive teaching and agreed targeted support, with advice and training where needed.

4 REVIEW

Evaluate progress and wellbeing from the baseline. Continue, adapt, stop or escalate support, including consideration of EHC needs assessment where appropriate.

Inclusive curriculum and teaching

- All pupils are entitled to an ambitious, broad curriculum. Adaptations aim to remove barriers while maintaining high expectations.
- Teachers use formative assessment to identify gaps and adapt explanation, modelling, scaffolding, resources and practice.
- Approaches include visual support and Communication in Print, explicit vocabulary, partner talk, manipulatives, structured routines and adjustments matched to individual need.
- Additional adults are deployed to help pupils access teaching from their teacher and to build independence over time, rather than creating dependency.
- Learning-plan targets and specialist recommendations should be visible in day-to-day classroom practice and quality assured through inclusion monitoring.

Specialist SEMH provision and pastoral support

- Our offer includes nurture-style provision, ELSA, transition support, soft starts/endings, breakfast support and proactive regulation strategies.
- Support is matched to an identified need. We are strengthening baseline → intervention → reassessment so that we can demonstrate impact on regulation, engagement, attendance, behaviour and learning.
- Our SEMH SRP is developing as specialist provision. Access is based on need, with planned links to mainstream curriculum and wider school life. Entry, review and future exit decisions will be evidence-informed.
- Inclusive playground arrangements combine clear whole-school expectations with reasonable adjustments for individual pupils.
- Safeguarding, SEND and wellbeing are considered together because some pupils with SEND have additional vulnerabilities.

Assessment, progress and intervention impact

- We look beyond a single attainment measure. Evidence can include curriculum learning, books/work, assessment, learning-plan outcomes, intervention measures, attendance, behaviour, wellbeing and pupil/parent voice.
- For pupils working significantly below age-related expectations, progress is considered from individual starting points. The school is implementing the Birmingham Toolkit alongside Insight to strengthen next-step assessment and evidence of progress. The Birmingham SEN Toolkit is not simply another assessment or tracking system. At Ryton, its purpose is to help staff understand what a pupil needs to learn next and ensure that assessment leads to better-targeted teaching, support and intervention.
- Every targeted intervention should answer: Why this pupil? What is the baseline? What outcome are we seeking? How often and for how long? When will we review? What changed?
- Where support is not having enough impact, provision is adapted or escalated. Strong records also support evidence for an EHC needs assessment when required.

Attendance, behaviour and belonging

- Attendance is monitored daily and reviewed at cohort and individual level. Leaders seek to understand the reasons behind absence, including barriers linked to SEND, emotional wellbeing, medical need, family context or other vulnerability.
- Our response is staged and relational, including communication with families, trusted-adult support, reasonable adjustments, referrals and multi-agency work where appropriate.
- Behaviour expectations remain high for all pupils. Staff adapt approaches where individual needs require reasonable adjustments and monitor whether adjustments are working.
- Repeated dysregulation, avoidance, suspension or a change in behaviour triggers reflection on unmet need, safeguarding and the graduated response.
- Suspension is considered in the context of the whole child, including SEND, wider vulnerability, reintegration and the effectiveness of support.

Multiple vulnerabilities and coordinated support

- A pupil may experience more than one barrier at a time. We are developing a pupil-level inclusion overview so SEND, disadvantage, attendance, behaviour, safeguarding, social care and other relevant factors can be considered together.
- This enables leaders to identify cumulative vulnerability, coordinate support and avoid viewing each dataset in isolation.
- Case sampling will help leaders check the full journey: need identified → assessment → plan → classroom adaptation → specialist/family involvement → review → impact or escalation.
- For pupils known or previously known to children's social care, leaders work with relevant professionals and use social-care knowledge to inform learning, wellbeing and attendance support.

Pupil voice and partnership with families

- Pupils are supported to express what helps, what is difficult and what they want to achieve. Communication support such as Makaton or visual approaches is used when needed to make voice genuinely accessible.
- Families contribute to identifying strengths and needs, setting targets and reviewing support. SEND reviews take place three times each year, with flexible ways to participate.
- We plan to reintroduce manageable SEND/inclusion drop-ins, building on previous sessions that developed parent networks and reduced stigma.
- When several services are involved, we aim for coordinated assessment and planning around the child and family, with specialist advice clearly reflected in school provision.

Participation, enrichment and personal development

- Our wider offer includes clubs, trips, residentials, performances, sport, collective worship and pupil leadership. We want vulnerable pupils to participate and benefit, not simply have access in principle.
- We are strengthening tracking by inclusion cohort to identify who participates, who does not and what barriers need removing.
- Reasonable adjustments, encouragement and financial support are used where appropriate to promote equitable participation.
- Pupil voice and individual examples help us understand impact on belonging, confidence, opportunity and wider experience.
- Our developing spiritual, cultural, social, citizenship and British values roadmaps make explicit how the wider offer connects to our Christian vision and pupils' flourishing.

Transitions into, through and beyond Ryton

- Before entry, we liaise with families, early years settings and professionals so known needs and effective strategies are understood.
- Within school, transition days, enhanced visits, transition materials and staff handover support pupils who need additional preparation.
- Learning plans, adjustments, communication approaches and professional advice are shared so support does not restart from zero each September.
- For pupils with SEND, transition planning is reviewed and adapted to the individual, including movement to another setting where relevant.

External services and the Local Offer

- Depending on need and referral criteria, school may work with Educational Psychology, SEND Supported services, Integrated Disability Service, Warwickshire Pre-school Autism Team, Speech and Language Therapy, Occupational Therapy, counselling and Early Years SEND support.
- Specialist advice should be purposeful: recommendations are incorporated into planning or classroom practice and reviewed to establish their impact.
- Warwickshire's SEND Local Offer explains services and support available to children, young people and families: www.warwickshire.gov.uk/sendlocaloffer.

Accessibility, equality and reasonable adjustments

- We make reasonable adjustments to teaching, the environment, routines, behaviour approaches and the wider offer so pupils can access education and school life.
- Accessibility is anticipatory. Leaders consider barriers before they prevent participation and review the school accessibility plan regularly.
- Where individual safety or access considerations arise for trips or activities, personalised risk assessment and consultation are used so that inclusion is maximised safely.
- High expectations remain central: an adjustment should reduce a barrier, not reduce ambition.

Leadership, governance and quality assurance

- The SENDCo leads whole-school improvement for SEND with the Headteacher, staff and governors. Inclusion monitoring brings together learning walks, work scrutiny, environment, behaviour, attendance and pupil voice.
- Governors hold leaders to account for provision and impact for disadvantaged pupils, pupils with SEND, pupils known or previously known to children's social care and others facing barriers.
- A vulnerability overview supports leaders to identify cohorts requiring additional oversight, including year groups with high or overlapping levels of need.
- Quality assurance checks whether needs are understood, adjustments are implemented consistently, interventions make a difference and pupils participate in wider school life.
- The school's inclusion strategy and use of funding should clearly show how available resources, including the Inclusive Mainstream Fund where applicable, address cohort need and strengthen inclusive practice.

Our priorities for 2026–27

1 Graduated response

Publish a clear inclusion / waves-of-provision model and a consistent APDR pathway.

2 Impact tracking

Capture baselines, outcomes and review points consistently in Insight and through the Birmingham Toolkit.

3 Attendance & behaviour

Build SEND/inclusion checkpoints into attendance, behaviour, dysregulation and suspension reviews.

4 Multiple vulnerability

Create a pupil-level overview so overlapping barriers are visible and coordinated.

5 Outcomes

Triangulate assessment, plans, classroom evidence, intervention impact and pupil/parent voice.

6 Participation & belonging

Track enrichment and leadership participation by inclusion cohort and remove identified barriers.

What families can expect from us

- We will listen carefully to pupils and families and communicate clearly.
- We will identify emerging or changing needs as early and accurately as possible.
- We will begin with ambitious, high-quality inclusive teaching and make purposeful reasonable adjustments.
- We will use assessment and review to judge whether support is making a difference, not simply whether it has been delivered.
- We will work with specialists and other services where needed and follow through on their advice.
- We will look at the whole child, including learning, attendance, behaviour, wellbeing, safeguarding, participation and belonging.
- We will keep improving our systems while protecting what matters most: relationships, expert teaching and pupils' day-to-day experience.

Key information and complaints

- SEND policy: this report should be read alongside the academy's SEND policy and accessibility information.
- Warwickshire SEND Local Offer: www.warwickshire.gov.uk/sendlocaloffer
- Academy policies and complaints procedure: www.rytonondunsmore.covmat.org/policies
- If you have a concern, please speak with the class teacher first. You can then arrange to speak with the SENDCo or Headteacher through the school office.
- This report should be reviewed at least annually and updated sooner where provision or contact information changes.

Framework alignment at a glance

Inclusion

Early identification, APDR, high expectations, disadvantaged pupils, SEND, social care, other barriers, family voice and specialist support.

Curriculum & achievement

Ambitious accessible curriculum, strong foundations, reasonable adjustments and progress from starting points.

Attendance & behaviour

Analyse barriers, intervene early, adapt appropriately, evaluate impact and maintain high expectations.

Personal development

Belonging, pastoral support, equal participation, enrichment, SMSC and reasonable adjustments.

Safeguarding

Understand additional vulnerabilities, hear pupil voice and coordinate effectively with agencies.

Leadership & governance

Strategic oversight, evidence-informed professional learning, QA, funding decisions and governor challenge.