

# Ryton-on-Dunsmore, Provost Williams CE Academy



## SEND Information Report 2024 - 2025

This is Ryton-on-Dunsmore information report, this report has all the information that you will need to participate fully in the education of your child and should be read together with our SEND policy.



# Our vision



We are a fully inclusive mainstream school. We strive to be an excellent school, embedded in Christian values that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future.



# The Local Offer

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with special educational needs and disabilities (SEND). This is the 'Local Offer' and is available through :

<https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send>



# What are the different areas of SEND ?

The needs of a child with SEND will fall under one or more of these four areas, as outlined in the SEND Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

# Who are our SEN staff ?

SENDCo:

Mrs Lambeth

Headteacher:

Miss Cullen

Our designated Governor for SEND is Mrs R Hands- she can be contacted through the School Office.



# Who should I talk to if I need to know anything about my child's SEND ?



At Ryton-on-Dunsmore CE Academy, we are able to make appointments for our parents who have concerns about their child via the school office, we welcome telephone calls where appointments can be organised to meet with Mrs Lambeth and Miss Cullen, where any concerns that you may have in relation to your child can be discussed fully.

# If I am concerned about my child, what should I do?



Please refer to the class teacher in the first instance. Additionally, children are sometimes identified as having SEND before they start at Ryton-on-Dunsmore CE Academy. We visit children in their Nursery settings and speak to staff about any difficulties children may be experiencing, strategies that are effective in supporting them and whether there are any agencies involved.

The SENDCo is available at transition events for parents to ask questions and share concerns. If there are complex needs, sometimes a multi-agency meeting may be held in order to share information and ensure that provision is in place before the child starts school. We request that records are passed to us.

# If school are concerned about my child, what will they do?



As children begin school, assessments are carried out. Early Years staff check the progress of the children in their classes. Through termly pupil progress meetings with the Head Teacher/SENDCo, children who are not making good progress will be highlighted by staff and strategies and intervention can then be discussed. It is at this point that staff start to create a portfolio of evidence to show the impact of interventions that have taken place and whether additional support is needed.

As children move through the school, this tracking continues, and teachers discuss any children for whom they have concerns with the SENDCo and at further termly pupil progress meetings. When staff have shown that they have provided intervention within the classroom, the SENDCo can carry out an observation of the child and will discuss further strategies or interventions.

Advice from outside agencies may be sought, only after a period of intervention has been unsuccessful in allowing the child to bridge any gaps in their learning and get back on track with their learning targets. At this point further assessments can be carried out.

# How do you know if my child is making progress?



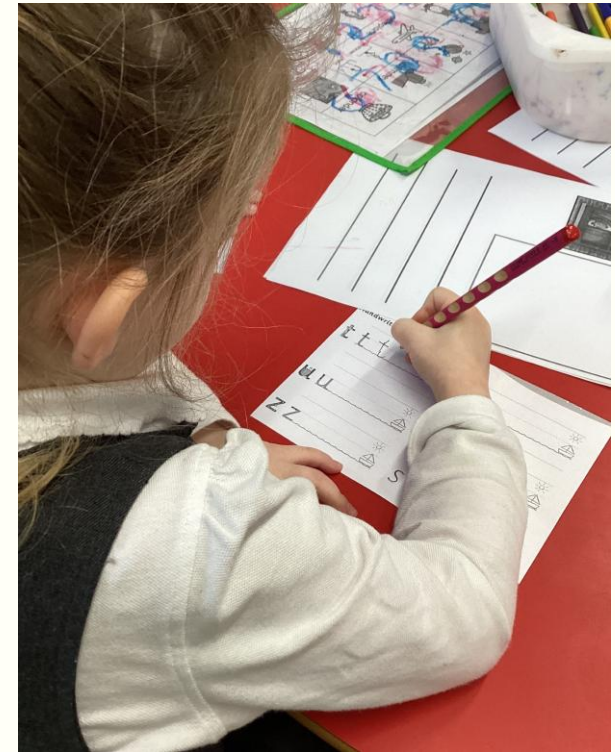
Progress is tracked and discussed with the Head Teacher and SENDCo at termly pupil progress meetings. Interventions are monitored by the SENDCo, and assessment is carried out prior to and following the intervention in order to measure progress.

The SENDCo tracks the progress of children with SEND more closely and uses information about this progress to map provision across the school.

# Additional agencies and services school buy into



- Educational Psychologist
- Social, Emotional, Mental Health and Learning service
- Complex Communication Team
- School counsellor
- Speech and Language- Pepper therapy
- Occupational therapy
- Physiotherapy



# How will teaching be adapted for my child?



- Through Quality First Teaching we ensure that the needs of children with SEND are met.
- We work through waved interventions.
- Any interventions your child is part of will be evaluated for impact.
- A whole school provision map ensures that resources and strategies are targeted well to meet pupils needs to maximise progress.



# What resources are available?

It is the responsibility of the class teacher to set work and develop resources that are well matched to the needs of the children in their class.

Wherever possible, children will be supported in the classroom, using a range of interventions. When a child is supported by an outside agency resources will be provided to meet their specific needs.



# What is the pastoral, medical and social support available in the school to ensure my child's well-being?

- Our school is values driven and underpinned by our Christian faith.
- Personal, Social and Health Education (PSHE) is integral to our curriculum and is also taught discretely once a week.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and so they should be your first port of call. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services and the Behaviour Support Service.

# What is the pastoral, medical and social support available in the school to ensure my child's well-being?



We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school underpinned by our Christian values, all our vulnerable pupils are known to staff.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We also regularly monitor attendance and take the necessary actions to prevent prolonged, unauthorised absence. Relevant staff are trained to support medical needs and in some cases most staff receive training. We have a medical policy in place

# What support is there for me as a parent ?



Staff really value observations from the parents of the children in their care. Class teachers are available to discuss any concerns informally at the end of each school day.

Parents/carers are offered the opportunity to discuss their child's progress with class teachers twice a year at parent consultations and SEND meetings with parents take place termly. In the Summer term a written report is also sent home.

# How will you support my child when they move to another class ?



- Pupils visit their new teacher during transition day which is a whole school event.
- For those pupils who need it enhanced provision happens where the child visits their new classroom and teacher regularly in the second part of the summer term.
- Transition booklets are produced for children to have over the summer holiday for use at home.
- Staff meet to share what works with your child and to take part in handover.

# What training is available to staff supporting SEND?



- All staff have safeguarding training.
- Our school SENDCo is qualified and is experienced in this field.
- All our teachers hold Qualified Teachers status, and they receive training across each academic year. We keep a record of on-going training.
- Some of our staff are trained in specific interventions too.
- All staff are team teach trained.

# How do you find out my child's opinion?



Listening to what your child has to say is key to their own development and progress and our understanding of how we can best offer support. We involve your child in creating their own power pack of things that they find helps them and things they do not like.



# What extra curricular activities will be available?



Our Equal Opportunities policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be met to meet any additional needs; if appropriate, parents/carers will be consulted and involved in planning.

# How are the school's resources allocated and matched to the children's special educational needs?



The SENDCo regularly reviews resources for pupils with SEND and a budget is allocated to allow purchasing of new resources, as necessary. The SENDCo runs training for staff in how to use these resources and advises them on which pupils they would be most beneficial for.

We also look at the use of Pupil Premium money where a child is both SEND and Pupil Premium.

# How are complaints dealt with?



Complaints are dealt with in line with the school Complaints Policy which is available on the school website or from the school office.

<https://www.rytonondunsmore.covmat.org/>

[School.office@rytonondunsmore.covmat.org](mailto:School.office@rytonondunsmore.covmat.org)