

# Ryhall C of E Primary School

## Local Offer for children with



## Special Educational Needs or Disabilities (SEND)

It is the belief of the staff and governors of Ryhall CE Primary School that all children should receive the opportunity to develop their unique personal, spiritual, physical and aesthetic potential through a broad and balanced curriculum, which recognises their social and emotional development and provides access to appropriate learning opportunities. The school recognises that individuals are unique in their interests, abilities, motivation and learning needs and this diversity should be acknowledged and valued.

This document is intended to give you information regarding the ways in which we ensure we support all pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique that we employ, as these are continuously developed to ensure that they meet the requirement for individual pupils.

Children are identified as having Special Educational Needs when their progress has slowed or stopped and the interventions and resources that are put in place do not enable improvement. They will also have a difficulty in learning than the majority of children at their age. Once this occurs, we have Individual Education Plans (IEPS) which help support their learning and development.

Children may also be identified as having a disability, such as epilepsy. Pupils identified as having special educational needs may or may not have a disability, and disabled pupils may or may not be identified as having a special educational need.

Children at Ryhall C of Primary who are identified as having Special Educational Needs and Disabilities are identified as making progress in line with children with SEND nationally.

If you would like further information please refer to the Special Educational Needs and Disability Policy on the school website, or contact us directly.

1. School entitlement offer to pupils with additional needs		
Communication and Interaction Needs:	Autistic Spectrum Disorders  Speech, Language and Communication needs	<ul style="list-style-type: none"> <li>• Use of child friendly IEPs- pupils, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the child.</li> <li>• Whole school policies are evaluated annually to ensure inclusion and progress for pupils with SEND.</li> <li>• Behaviour polices are evaluated regularly with a focus on the impact upon pupils with SEND.</li> <li>• Staff and governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement.</li> <li>• All staff have completed CPD in relation to meeting pupils' needs within the classroom and there is an on-going program to update these skills.</li> <li>• The SENDCo has undertaken national accreditation in this role and provides advice and guidance to staff.</li> <li>• Support and advice is sought and implemented from the LA and any external agencies to ensure any barriers to successes are fully identified and responded to.</li> <li>• All support staff are effectively deployed to ensure pupil progress, independence and value for money.</li> <li>• Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation process.</li> <li>• All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of pupils with SEND.</li> <li>• Communication with parents/carers is of paramount importance- parents are invited to IEP reviews three times a year in addition to parent consultations and annual reports.</li> <li>• The school encourages parents/carers to work in partnership with them to support their children.</li> <li>• The engagement of parents/carers in formulating plans to support their children is central to the work of the school.</li> <li>• The school has an effective assessment process which identifies barriers to learning and provides appropriate action to reduce any negative impact upon pupil progress.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> </ul>
Cognition and Learning Needs:	Moderate Learning needs  Severe Learning needs	

Social emotional and mental health Needs	Social Emotional needs Mental Health needs	<ul style="list-style-type: none"> <li>• The school's behaviour systems are predominately based on a positive approach.</li> <li>• The school ethos values all pupils and their diverse abilities are equally celebrated.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve social skills and emotional resilience.</li> <li>• Behaviour management systems in schools are based upon encouraging pupils to make positive decisions about their behaviour choices.</li> <li>• The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised.</li> <li>• Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>• The school provides effective pastoral care for all of its pupils.</li> <li>• Pupil voice mechanisms lead to change in school practises and procedures and encourage a greater level of involvement.</li> <li>• Social, Moral, Spiritual and Cultural (SMSC) development is evident in teaching and learning within school.</li> <li>• The school uses systems to try their best to ensure that peer friendships are maintained and that no pupil feels isolated.</li> <li>• In EYFS outdoor learning offers a different approach to the curriculum, which supports children with social, emotional and behavioural needs.</li> <li>• External support is sought and any advice implemented to support implemented to support an individual's need.</li> </ul>
Sensory and Physical Needs:	Hearing Impairment Multi-Sensory Impairment Physical and Medical needs	<ul style="list-style-type: none"> <li>• Advice and guidance is sought and implemented to respond to pupils who have medical needs.</li> <li>• ICT is used to increase access to the curriculum where appropriate.</li> <li>• Adults are deployed appropriately to increase a pupil's success and independence.</li> <li>• Staff understand and implement the medicine administration policy.</li> <li>• The SENDCo completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils.</li> <li>• The school works hard to ensure that parent/carers are able to work in partnership with them to support their children.</li> <li>• Most entrances to the school have ramps fitted to enable wheel chair access.</li> <li>• The school has a disable toilet and shower room.</li> </ul>

2. Scholl offer to pupils who require support that is 'additional to and different from' that received by other pupils	
Pupils with English as an Additional Language (EAL)	As for 1. Plus support from LEA
Pupils from Military families	As for 1
Looked after children	As for 1, additional staff with experience in this area, LEA support
Minority ethnic and faith groups.	As for 1
Pupils with medical needs	As for 1 plus involvement of the health services, school nurse
Pupils at risk of exclusion	As for 1 plus involvement of ESD team, Education psychologist and Inclusion team.
Pupils from alternative gender groups	As for 1
Pupils from families under stress	As for 1 plus involvement of CAMHS