



How do we identify children with special educational needs and/or disabilities (SEND) at Ryhope Junior School?

Stage 1:

SCENARIO 1: A CHILD IDENTIFIED WITH SEND JOINS RYHOPE JUNIOR SCHOOL

A child may enter our school by transferring from Ryhope Infant School Academy as part of our Year 3 intake (or from elsewhere throughout Key Stage 2). Handover meetings will take place with the other school and all paperwork will be handed over and signed for.

Appropriate provision will be put in place – revert straight to stage 2.

SENARIO 2: CONCERNS ARE RAISED ABOUT A CHILD WHO IS NOT IDENTIFIED TO HAVE A SPECIAL EDUCATIONAL NEED WHILST IN ATTENDANCE AT RYHOPE JUNIOR SCHOOL

Where a child is working below Age-Related Expectations, they will receive Quality First Teaching (QFT) from their class teacher with some support from a teaching assistant, if appropriate. As part of our termly cycle of assessment, these children will be discussed at Pupil Progress Review Meetings (PPRMs) with senior leaders in school. Progress data will be analysed. Attainment and progress will be reviewed with parents formally at Open Evenings. Where continued minimal progress is evidenced, pupils will move to stage 2.

Stage 2 – Additional intervention(s) may be required.

THE GRADUATED RESPONSE

ASSESS:

Our school's Special Educational Needs Coordinator (SENDCo), Mr Storey, will already be aware of any underachievement as a result of PPRMs and through discussions with class teacher and/or parents/child. A meeting will take place with the child's parent/carer and they will be made aware of concerns relating to attainment and progress. Where parents agree, the child will be placed on the SEND register in school and allocated an appropriate area of need – Cognition and Learning, Social Emotional and Mental Health (SEMH), Sensory and/or processing or Communication and Interaction.

PLAN:

Using the SEND Ranges, implemented across Sunderland schools, the child will be allocated a 'Range' according to the 'presenting behaviours' that are identified. The school will use this to graduate the response given to support the child in line with their planned outcomes. Once placed at Range 2/3, other services/agencies may become involved with the consent of parents/carers.

Support/intervention will be carried out in line with stage 3.

RECORDING/EVIDENCE:

A SEND Support Agreement will be completed by Parent/Carer, Class Teacher and SENDCo and the child added to our SEND register.

RECORDING/EVIDENCE:

SENDCo will hold records of the child's SEND Range.

A support plan (PSP) will be put in place and targets set. Actions will be carried out by clas teacher/allocated support staff.

QUESTIONNAIRES:

Annually, the school collects parental views on the school's SEND provision. Pupils are also given an opportunity to share their views too.

PUPIL/PARENT VOICE:

Support Planning (PSPs) capture pupil and parent views at every stage. Pupil Voice proformas are completed separately, where appropriate.

Stage 3:

DO:

Appropriate intervention(s) will be put in place and support implemented.

REVIEW:

Support provided will be reviewed in line with the school's assessment cycle and through SEND review meetings (held twice a year) alongside parents/carers.

RECORDING/EVIDENCE:

Parent/Carer, alongside the child, will be invited to a SEND Review (typically November/April).

Review paperwork completed and report formulated by Class Teacher. Submitted to SENDco and filed/reviewed.

ARE THERE IMPROVEMENTS? HAS THE SUPPORT BEEN EFFECTIVE?

YES

NO

Continue to ASSESS needs, PLAN/Do agreed actions, REVIEW impact through:

- Pupil Progress Review Meetings
- SEND Review Meetings
- Assessment Week(s)
- Intervention Impact Evaluations
- Open Evenings/Pupil & Parent Voice

Stage 4:

Where pupils experience continued difficulties in their learning or social development, the SENDco will look to involve other appropriate agencies with consent from the parent/carer. This may include Autism Outreach Team, Behaviour Support, an Educational Psychologist, Language and Learning, CYPS, CAMHs (*this is not an exhaustive list*). Further school support may be appropriate which would be provided by our Wellness Lead or the family may also be signposted to Early Help based within school (Tuesdays/Thursdays), if appropriate.

ARE THERE IMPROVEMENTS?
HAS THE SUPPORT BEEN EFFECTIVE?

YES

NO

Stage 5:

All agencies involved with the child will contribute to the PSP. The SENDco will begin to gather evidence which may be used if it is deemed appropriate to advance towards an Education, Health and Care Needs Assessment.

The school will revert to procedures implemented by Together for Children (TfC)