Special Educational Needs

Information Report 2026-2027

Ryhope Junior School uses Sunderland Local Authority's Local Offer, alongside its own SEND Policy, to meet the needs of pupils with Special Educational Needs and Disabilities (SEND). This SEND Information Report explains how the school implements its SEND Policy and supports pupils with SEND in accordance with the SEND Code of Practice: 0 to 25 years.

Ryhope Junior School provides support for pupils across the four broad areas of need identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Question 1

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

The class teacher who is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCO) know as necessary.
- Writing Pupil Progress targets/SEND Support Plans and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for your child as identified on school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Our school's SENDCo is Mr Storey who is also the Deputy Headteacher.

Question 2

What are the different types of support available for children with SEND in our school?

The school follows the graduated approach outlined in the SEND Code of Practice through a cycle of Assess, Plan, Do, Review to identify, support and monitor the progress of pupils with SEND.

a) Class teacher input via excellent targeted and inclusive classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn for example specific group work Intervention which may be:
  • Delivered in the classroom or outside.
  • Delivered by a teacher or a Teaching Assistant (TA).
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

b) Specialist groups run by outside agencies e.g Speech and Language Therapy

This means they have been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service may be deployed, for example.

What could happen?
You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support
This type of support is available for children whose learning needs are, severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school.

For your child this would mean:

- The school or parent/carer may request that the Local Authority carry out an Education, Health and Care Needs Assessment.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will specify the provision required to meet the child's identified needs and the outcomes to be achieved. It will also have long and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Question 3
How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to Mr Storey (SENDCo). You may also like to speak with Mrs. F Lynn (Headteacher).

Question 4
How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

Question 5
How is extra support allocated to children and how do they progress in their learning?

The school budget includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed
- the child's views, wishes and aspirations will be sought and considered when planning support and reviewing progress. In some cases, this may not be possible for very young children or children with significant communication or developmental needs.

The school identifies the needs of pupils through its provision map. Resources, training and support are reviewed regularly and amended where necessary to ensure pupils make progress.

Question 6
Who are the other people providing services to children with SEND in this school?

School provision

- Teaching Assistants / Learning Support
- Higher Level Teaching Assistants (HLTAs)
- Breakfast Club / Wrap Around Childcare
- A variety of school clubs

Local Authority Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service – Dr Louise Clark (Wavelength Psychology)
- Sensory Service for children with visual or hearing needs
- Language and Learning Team
- Behaviour Support Services (outreach)

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Health Visitor
- Occupational Therapy
- Physiotherapy
- Sunderland Community Children and Young People's Mental Health Services (SCCYPMHS)
- Children and Young People's Services – CYPS

Question 7
How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCo's job is to support the class teacher in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Condition (ASC) and speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AOT) service.

Question 8
How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Question 9
How will we measure the progress of your child in school?

Your child's progress is continually monitored by their class teacher.

Their progress is reviewed formally every term in reading, writing and maths via assessments. This will be shared with you at parent consultation meetings which are held termly.

Children in Year 4 will complete a statutory Multiplication Tables Check (MTC). At the end of the key stage (Year 6), all children are required to be formally assessed using national curriculum assessments (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Children may have a SEND Support Plan which will be reviewed and a future plan made. The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education. This is in addition to the termly reviews of their support plans.

The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

The effectiveness of SEND provision is evaluated through:

- termly pupil progress reviews
- SEND Support Plan reviews
- intervention monitoring and evaluation
- pupil voice
- parent feedback

- SEND governor monitoring
- annual reviews for pupils with EHCPs

Question 10
What support do we have for you as a parent of a child with a SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

SEND Support Plans will be reviewed termly with your involvement.

A home/school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

A School Prospectus is shared with all new parents to explain school routines and expectations. In addition, you can discuss with your child's new class teacher any concerns and knowledge about the care and support that your child has benefited from, currently receiving or may need in the future.

School will host regular multi-professional meetings, if needed.

Question 11
How is Ryhope Junior School accessible to children with SEND?

The building is accessible for children with SEND via:

- Accessible toilet and changing facilities
- Designated and fully trained staff to administer medication

We ensure, wherever possible, that:

- Equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extracurricular activities are accessible for children with SEND.

Question 12
How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure that they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We encourage visits to your child's new school and where possible a member of staff will visit the new setting with you and your child.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher.
- SEND Support Plans will be shared with the new teacher.
- If your child would be helped by a book/passport to support them understand moving on, then it will be made for them.
- School will host whole school transition sessions, or individual where needed, so that children will meet their new teacher in their new classroom

Question 13
What emotional and social development support do we have for a child with a SEND?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development.

Our school boasts a range of sensory rooms and spaces which are well-resourced including a specific room dedicated to mental health and wellbeing support. We also have an impressive Immersive Classroom which is a fantastic resource and can be used to support a range of needs. The emotional health and wellbeing of all our pupils is very important to us.

We have a robust Safeguarding Policy in place and follow the current version of Keeping Children Safe in Education (KCSIE), alongside local safeguarding procedures.

The Headteacher, Deputy Headteacher and all staff continually monitor the emotional health and wellbeing of all pupils.

Admissions

The school adopts the Local Authority Admissions policy. Where a child or young person has SEND but does not have an EHCP, they **must** be educated in a mainstream setting except in specific circumstances.

The School Admissions Code of Practice requires children and young people with SEND to be treated fairly.

Admissions authorities:

- **must** consider applications from parents of children who have SEND who do not have an EHCP on the basis of the school's published admissions criteria as part of normal admissions procedures

- **must not** refuse to admit a child who has SEND but does not have an EHCP because they do not feel able to cater for those needs

- **must not** refuse to admit a child on the grounds that they do not have an EHCP

Reviewed – September 2026
Next Review – September 2027