

# Ryecroft Primary Academy

## *Our Vision*

*" We constantly focus on standards as we understand outcomes are paramount. Our decision making is driven entirely by what is best for children. By doing this we enhance the life chances of the children and young people in our care."*

Principal – Helen Pearson  
Vice Principal – Adam Wood  
Associate Vice Principal – Leanne Towers  
Assistant Principal (Inclusion) – Lisa Morrell

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## **Ryecroft Primary Academy SEN information report 2018- 2019**

Ryecroft Primary Academy is a Mainstream Primary School with an Inclusive Ethos.

At Ryecroft Primary Academy we aim to develop resilience, integrity, kindness and curiosity in all children. We have high expectations of all children and strive to ensure that all children reach and exceed their potential. Children with SEND are no exception. We aim to meet children's needs through quality first teaching, effective inclusion and targeted support, when appropriate.

### **How does the school know if children need extra help?**

#### Early identification

We aim to identify SEND early. This is crucial to the wellbeing of all of our children. To support us in our early intervention we:

1. Liaise with health visitors when appropriate
2. Review all SEN medical documents
3. Attend all transfer reviews for all pupils with SEND transferring to us
4. Provide the appropriate intervention and monitor the impact, eg, small group support provided by a TA for all pupils as appropriate.

This allows us to meet the parents and give us the opportunity to discuss the child's strengths and needs. It also allows for any additional resources, interventions or referrals to be made quickly.

#### Identification

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age related expectations
2. Children new to the school complete a baseline assessment

3. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
4. Providing all adults with the opportunity to discuss concerns at any time
5. SENCO observations
6. SENCO assessments
7. Concerns raised by parents.
8. Liaising with external agencies
9. Use of tools for standardised assessments such as Sandwell Numeracy, GL Dyslexia Screener, GL Dyscalculia Screener.
10. Children with an Education Health and Care Plan already have many of their needs clearly identified. Their placement at our school is a decision that is made by Education Bradford.
11. Reference to Range Models<sup>1</sup>

### **How do I raise concerns if I need to?**

Talk to us – if you have concerns, speak initially with your child’s class teacher. If you feel that you would like to speak to a senior member of staff, arrange an appointment with the school SENCO, Lisa Morrell. Appointments can be arranged at the school office.

### **How will the school support my child?**

Any child identified on the SEND register receives additional support. This is outlined on the class provision map which is written in conjunction with the class teacher. This outlines any support in addition to quality first teaching which is needed for pupils within the class.

Teachers write IEPs for children who are at Range 2/3 or above, clearly outlining the pupil’s current level, targets linked to their next steps in learning and how this is implemented, taking into consideration advice from outside agencies, such as speech and language, education psychology and the autism team. In the first instance, needs are met through quality first teaching. For some children, specific targeted

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<sup>1</sup> The school follows the national Special Educational Needs and Disabilities (SEND) Code of Practice, which recognises 4 key areas; Learning and Cognition, Social, Emotional and Mental Health, Language and Communication and Sensory and/or Physical needs.

In Bradford, children’s needs are categorised in 8 bands. These are:

- Cognition and Learning
- Physical & Medical
- Hearing Impairment
- Visual Impairment
- Dual Sensory / Multi-Sensory Impairment
- Specific Learning Difficulties
- Communication and Interaction (including autism)
- Speech, Language and Communication Needs
- Social, Emotional and Mental Health Needs

In Bradford, children are Ranged from 1 – 7. Children in ranges 1 – 4 are educated in mainstream schools. Children who are a range 4 will have an Education, Health and Care Plan.

interventions are used to support them with meeting their targets (eg. Speech and language).

Parents/Carers are invited to meet termly with the class teacher and where appropriate SENCO to review their child's learning and celebrate their successes.

### Intervention Programmes

At Ryecroft we use a range of interventions to target the children's individual needs. We aim for our pupils to be taught for the majority of time in their classrooms by their class teachers, or more specialist teachers in conjunction with their class teacher. In order to support this teachers provide different levels of challenge or types of task within their lessons (differentiation) and provide different levels of support to groups of children.

Where a need is identified that cannot be met within the classroom, then a different form of support is implemented. This may take the form of a specific intervention, supplying a specific piece of equipment or support from an external specialist.

At present we currently have the ability to run the following interventions (depending on the needs of children at a specific time);

<b>Intervention</b>	<b>Group or individual</b>	<b>Aims</b>
WELLCOMM (speech and language)	Group	<ul style="list-style-type: none"> <li>To support children with developing their speech</li> <li>To ensure that all children are achieving age related expectations in communication and interaction by the time they finish Reception (unless there is speech disorder or impairment)</li> </ul>
Black Sheep	Group	<ul style="list-style-type: none"> <li>To support children with developing their speech (children who were unable to be assessed for Wellcomm)</li> <li>To ensure that all children are achieving age related expectations in communication and interaction by the time they finish Reception (unless there is speech disorder or impairment)</li> </ul>
Personalised Speech and Language Therapy	Individual	<ul style="list-style-type: none"> <li>Children receive speech and language therapy to support disordered speech, directed by the school speech and language therapist.</li> </ul>
Time to talk/socially speaking	Group	<ul style="list-style-type: none"> <li>To develop speech and language and confidence to speak in social situations.</li> </ul>
Precision	Individual	<ul style="list-style-type: none"> <li>To reinforce basic skills teaching in Maths and English</li> </ul>

Teaching		
Active Literacy (Dyslexia Action)	Individual	<ul style="list-style-type: none"> <li>To support children develop automatic, fluent and accurate reading and spelling.</li> </ul>
20-20 Reading Programme	Individual	<ul style="list-style-type: none"> <li>Uses 'Catch Up Literacy', Wave 3 Literacy and Reading Recovery principles to support children who are more than 6 months below age related expectations in reading.</li> </ul>
Forest Schools	Group	<ul style="list-style-type: none"> <li>To support team building/speech and language/ social skills/ resilience through outdoor learning.</li> </ul>
Nuturing talk	Individual and group	<ul style="list-style-type: none"> <li>A targeted and flexible intervention programme to develop children's language and thought processes, helping them to talk effectively with other children and adults.</li> </ul>
Volcano in my tummy/Anger A-Z	Individual and group	<ul style="list-style-type: none"> <li>Interventions to support developing anger management strategies.</li> </ul>
Physiotherapy	Individual	<ul style="list-style-type: none"> <li>To support health and well-being</li> </ul>
Write from the Start	Group	<ul style="list-style-type: none"> <li>To support the development of fluent, cursive handwriting.</li> </ul>
*NEW* Colour coded sentences	Individual, group, whole class	<ul style="list-style-type: none"> <li>To support sentence writing.</li> </ul>

Where more specialist support is required to advise teachers about how to overcome specific barriers, we work with a range of professionals to plan this. These include Educational Psychologists, Autism Outreach Team, Specialist Learning Teachers parents/carers to gather information and plan next steps of action. Details of this support are detailed on each child's PBP and within report advice.

In some situations, a child may require a further level of support and in these situations the Academy staff can make applications to the SEN department in the Local Authority. This might take the form of an application for High Needs Funding (to ensure that a high level of provision can be maintained) or an Education, Health and Care Assessment application or Additionally Resourced Provision application (to seek placement in a different setting).

**How will the school ensure my child achieves their potential in Reading, Writing and Maths?**

Where possible, children with SEND access quality first teaching in all areas of the curriculum, within the classroom. The direct teaching of basic skills will build stamina in Reading and Writing and is a priority across the school. Read, Write , Inc<sup>2</sup> has been implemented in Reception and Year 1. Philip Webb has supported class teachers with raising the quality of guided reading across the school<sup>3</sup>. Class teachers are being supported by senior leaders and Jane Pow from the Benjamin Curtis Foundation<sup>4</sup> to develop their practise in teaching Writing. This practical approach supports all children including children with SEND. Children across the school use resources to scaffold learning in Maths and have their activities differentiated when appropriate. Children with SEND have access to small group and 1:1 support as needed. Where a child's needs cannot be met by quality first teaching, targeted interventions are put in place, in line with Education Bradford's Range Models (see above). These interventions will be identified in IEP and EHCP documentation. The school is also developing a new library area that will be used to inspire and develop a love of reading across the whole school.

### **What support will there be for my child's overall wellbeing?**

We are an inclusive school that holds a child's emotional and spiritual development as a priority. The school holds weekly 'Vulnerable Children' meetings, where the attendance, progress, social care needs and behaviour of children across the school is monitored.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Children may also speak to the school SENCO, safeguarding officer or any member of staff they feel comfortable with. Staff working with vulnerable children requiring support during the school day, will work under the direction of the SENCO. Parents/carers are encouraged to speak to any member of staff if they have concerns about their child's wellbeing. Children who may be particularly vulnerable, due to circumstances inside or outside of school are assigned and member of the senior leadership/safeguarding team as a key worker. Key workers, check in with children daily.

'Visigo' is used on all computers to profile behaviour and detect and alert the school where there may be risks with children's online behaviour, before they develop into major incidents.

### **How does the school manage the administration of Medicines?**

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<sup>2</sup> <http://www.ruthmiskin.com/en/>

<sup>3</sup> <https://philipwebbliteracy.com/>

<sup>4</sup> <http://bcfoundation.com/teaching-writing/>

The school has a policy regarding the administration and managing of medicines. This is available from the policy page of the school website. Paper copies can also be available on request from the school office.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

The school aims to work in a supportive role with children and families to understand the causes of difficulties and to take steps to address this.

The school has behaviour, attendance and exclusion policies. These are available from the policy page of the school website. Paper copies can also be available on request from the school office.

If a child requires significant support with managing their behaviour a 'Positive Behaviour Plan' may be implemented to identify and support specific difficulties. The school works closely with specialist behaviour support units across Bradford (The Willow, Horizons, Phoenix Centre, Park Primary Pru) on providing the best support possible for children and their families.

Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Principal. The attendance officer is available to support families with persistent lates or absences. Various incentives are in place to promote positive attendance throughout the school including weekly assemblies and half termly presentations.

### **How will my child be able to contribute their views?**

Children with EHCPs, IEPs or PBP's discuss their progress and targets when they are reviewed. Teachers ask children to reflect on their learning and share how they feel about their progress. Children are provided with the opportunity to represent their classes in pupil voice meetings. Pupil voice boxes are in place in classrooms for children to be able to share their views anonymously if they choose.

### **How accessible is the school environment?**

All areas of the main site are accessible by wheelchair. There are two disabled parking bays available in the staff car park. The school has accessible toilet facilities in the main site. There is also a wet room and a first aid room. Ramps and graduated paving provide access to all doors on the main site. The school's temporary classrooms are currently not wheelchair accessible. The school consults with Education Bradford for advice on reasonable adjustments. Any specific concerns or queries can be discussed with a member of the senior leadership team.

Where children have a disability, the SENCO will meet with parents/carers to ensure that appropriate risk assessments/health care plans and resources are in place

before the child begins at the school. During this meeting, the need for specialist advice or reasonable adjustments will be identified and put in place as quickly as possible.

### **How has the school taken steps to prevent disabled pupils from being treated less favourably than other pupils?**

The school currently adapts learning environments to ensure that children with a hearing impairment can access the curriculum. At this current time, there are no children who require a hearing loop. The school currently adapts learning environments to support children with visual impairments, enlarging text when appropriate. Visual aids are in place to support children with Autism. The school currently works alongside TRACKs hospital school, supporting a child with Sickle Cell Disease, who attends the hospital school when he is having blood transfusions. The school has visited the hospital school and provided targets that can be worked on in hospital. Until recently the school was also supporting a child who was being fed intravenously using a gastro button. The school had to ensure that they prepared the equipment required and set aside to carry out the feed. The school has (until recently) also supported a child who has been in a wheel chair and had a leg frame after undergoing frame surgery. The school ensured that the classroom was adapted for maximum access, classmates were prepared for the child's return through circle time activities. Special arrangements were made over lunch times so that the child could continue to maintain relationships without having to go onto the playground in the first instance. The child was also monitored during toileting by school staff, the child was able to transfer from his chair to the toilet independently. Parents were invited to support the child on school trips. All information was detailed in a personalised risk assessment. The school provides physio-therapy daily for two children with Cystic Fibrosis, this enables the children to be able to attend school more frequently. The school also supports one child with Cerebral Palsy, by ensuring that rest periods are built into the day. The school has also supported families with toilet training children in Reception and Key Stage 1. The school liaises with the continence service and toileting plans are put in place.

### **How does the school know how well my child is doing?**

The school tracks and analyses the children's progress in learning against national expectations half termly.

The teacher continually assesses each child and notes areas where they are improving and where further support is needed. Pupil progress meetings are held each term to discuss progress and children who are not making expected progress. Possible actions are discussed.

The school uses specific assessment materials to monitor progress such as Salford Reading Assessments, Sandwell, Learning difficulties base lines, sensory profiling,

Boxhall. The school uses PIVATs<sup>5</sup> during 2017-2018 to support with the assessment of children with SEND.

The SENCO reports to the Interim Executive Board on progress and impact of resources. The governor for SEND is Hilary Finnigan. The governor meets regularly with the SENCO.

### **How will my child be included in activities outside the classroom, including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It may be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs.

Risk assessments are carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided either on the trip or in the school environment, wherever possible.

Any clubs that take place during lunch times or after school are as inclusive as possible. Our lunchtime staff support the children and offer support. For children who require specific support, this is considered on an individual basis.

### **How will the school prepare and support my child when joining the school or transferring to a new school.**

All new children are encouraged to visit the school prior to starting. Where children have specific needs, the child (if appropriate) and parents/carers are encouraged to meet with the SENCO to discuss strategies that can be implemented to support the transition. We also liaise closely with other schools when receiving and transferring children to and from different schools and ensure that all paperwork is passed on and all needs are discussed. The school will also continue to support new settings on request (eg. Providing SEND information for EHCP applications).

Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.

At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits supported by school staff.

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<sup>5</sup> <http://www3.lancashire.gov.uk/corporate/web/?PIVATS/14585>



### **What specialist services and expertise are available at or accessed by the school?**

The school SENCO holds the National SENCO Award. Within the school we aim to share good practise and expertise.

The environment aims to support children with individual needs (visual timetables, individual work stations etc.) with the aim to promote independence.

As a school with work closely with outside agencies, including Behaviour Support, Speech and language therapy, Educational psychology, School Nurse, CAMHS and other learning support services. We also work closely with children's services including Early Help and Social Workers.

### **What training have the staff supporting children with SEND had or are currently having?**

Specific training held by school staff include Wellcomm speech and language, Read Write Inc Phonics, Active Literacy (a programme to support children with dyslexia), forest schools, Precision Teaching, 20/20 reading recovery, Autism training (from the autism team at Education Bradford), Blank Levels of language, Cued articulation and Nurturing talk and positive handling.

### **Who leads SEND in the school?**

The SENCO (Special Educational Needs Co-ordinator) in the Academy is Miss Lisa Morrell. Miss Morrell is usually available to speak informally when the door opens each morning and on the playground after school. You are also welcome to make an appointment to speak with her regarding any area of concern or query by phoning the school office. Discussion with the SENCO or class teacher is the appropriate place to seek further support from an agency.

More information about how children with SEND are supported in Bradford can be found below.

### **Where can I find further information**

General information relating to SEND can be found on the school website, including within the SEND policy. This is available from the policy page of the school website. Paper copies can also be available on request from the school office.

Further information is available from the SENCO- Lisa Morrell, Vice Principal- Adam Wood, Associate Vice Principal – Leanne Towers and the Principal – Helen Pearson, or in exceptional circumstances, the SEN governor.

The school has a complaints policy. This is available from the policy page of the school website. Paper copies can also be available on request from the school office.

For information on how SEND is supported within the local authority, please visit:

<https://localoffer.bradford.gov.uk/>

Bradford SENDIASS can offer further support for parents/ carers of children with SEND:

<http://www.barnardos.org.uk/bradford-sendiass/information-advice-and-support.htm>