

The Ryde School

Special Educational Needs and Disabilities Report



Reviewed: March 2025
Next Review: March 2026

The Ryde School

SEN Information Report 2025/26

All Hertfordshire Local Authority maintained schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disability (SEND) being met wherever possible through reasonable adjustments to learning and teaching arrangements.

Government Legislation requires schools to publish a report called the SEN Information Report. This report provides you with information regarding the provision that The Ryde School makes to meet the needs of SEND children. This report is co-produced in collaboration with staff, governors and parents.

What are the kinds of SEN that the school provide for?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- Cognition and specific learning difficulties, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.

How does the school know if children need extra help?

We know children need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Progress is not in line with national expectations and/or limited progress is being made.
- There is a change in the pupil's behaviour or progress.

All children have individual needs and an entitlement to fulfil their potential through an inclusive environment. At The Ryde School on-going planning, observation and assessment takes place and the progress of each child is tracked regularly. If a child's progress or development is a concern, the provision for this child is adjusted according to their specific needs. This may entail:

- Adaptive teaching; being responsive to pupil's learning needs and adjusting teaching to better meet this need.
- Providing reinforcement of previous learning.
- Allowing further opportunities to develop basic concepts and new vocabulary.
- Providing additional small group work, or in some occasions individual support.

If your child is further identified as needing additional support, the class teacher will meet with the Special Educational Needs Co-ordinator (SENCO) to discuss the next steps. These could include:

- Planning any additional support your child may need.
- Considering making referrals to outside professionals, if necessary e.g. Speech and Language Therapist.

Throughout this time, we also wish to discuss concerns with parents so that we can work in partnership to provide the best possible support. These meetings may occur during Parent Consultations, or at another mutually convenient time. We encourage parents to make contact with the school if they have concerns about their children.

How will The Ryde School support my child?

- Each pupil's education is planned by the class teacher. Learning will be designed to meet the needs of pupil's individual needs. This may include additional support from the class teacher or teaching assistant within the class.
- If the pupil has more specific needs related to areas of the curriculum, such as reading, writing, spelling, handwriting or areas of maths, then the pupils will work in small focus groups or individually with a learning support assistant. The length of time of the intervention will vary according to need, but it is usually for a term initially. The interventions are reviewed regularly to ensure the provision is effective and to inform future planning. Small group or individual support may also be provided to support children with their emotional wellbeing or to provide behaviour support.
- Pupil progress meetings are held every term, between class teachers and the Head Teacher to discuss the progress of every pupil. At these meetings there is an opportunity to identify pupils who may need additional support; this will also be discussed with the SENCO.
- If concerns continue about a child's progress or development a referral may be made by our SENCO, with parental consent, to the relevant professional e.g. Speech and Language therapist, Advisory Teachers. After assessments have been made a planned programme of support or is usually put in to place.
- The Governors of the school are responsible for the well-being and development of all the children in the school. The Governors ensure that the school is as inclusive as possible and adhere to all statutory policies and guidelines defined by the DfE.

How will I know how my child is doing?

- We have high expectations of pupils and high standards of teaching in our school. All teachers plan lessons so that all pupils are able to learn and develop at a pace and in a style that best enables them to learn.
- Assessments are carried out regularly by class teachers and concerns about a pupil's progress are raised swiftly. More formal termly assessments track the progress of pupils. If a pupil is not making the expected progress at end of term assessments, then the pupil is monitored for a further term. If progress is still below expectations, the SENCO is informed and a referral is made, if necessary, or a support programme is introduced. Parents are consulted at this stage.
- Staff work hard to keep parents informed about their child and are available, with prior notice where possible, on a daily basis – as is the Head Teacher. Appointments can also be made to speak to the SENCO.
- The progress and achievement of pupils on our SEN Register are reported, as a group, to the Governors.
- We encourage pupils to be involved in the reviews of their progress through discussions with their class teachers, learning support assistant, teaching assistant and SENCO.
- We support and involve parents in their child's learning both formally and informally. This includes:
 - Parent Consultation meetings
 - Annual Written Report including a child's progress and achievement.
 - Annual Review of progress for children with an EHC Plan
 - Arranged meetings with Class Teacher, SENCO and/or external professionals, to discuss your child's progress and identify next steps together
 - Standard Assessment Tests (SATs) at the end of Key Stage 1 and Early Years Foundation Stage Profile (EYFSP).
 - School events e.g. Class assemblies, open evening, sports day
 - Open door policy which provides you with the opportunity for discussions with your child's teacher
 - Through supporting your child with weekly homework and regular reading you will gain a good understanding of the progress they are making.

Additional appointments can be made with your child's class teacher or the SENCO by contacting the school office.

What should I do if I think my child may have special educational needs?

If you have concerns regarding your child's progress or additional needs, you should speak to your child's class teacher initially. If you continue to be concerned, you may arrange to speak to the SENCO, The Head teacher or SEN Governor can also be contacted for support. Opportunities are provided at Parent Consultations to discuss your child's progress; however the school operates an open door policy where you are welcome to speak to your child's class teacher at any time during the academic year.

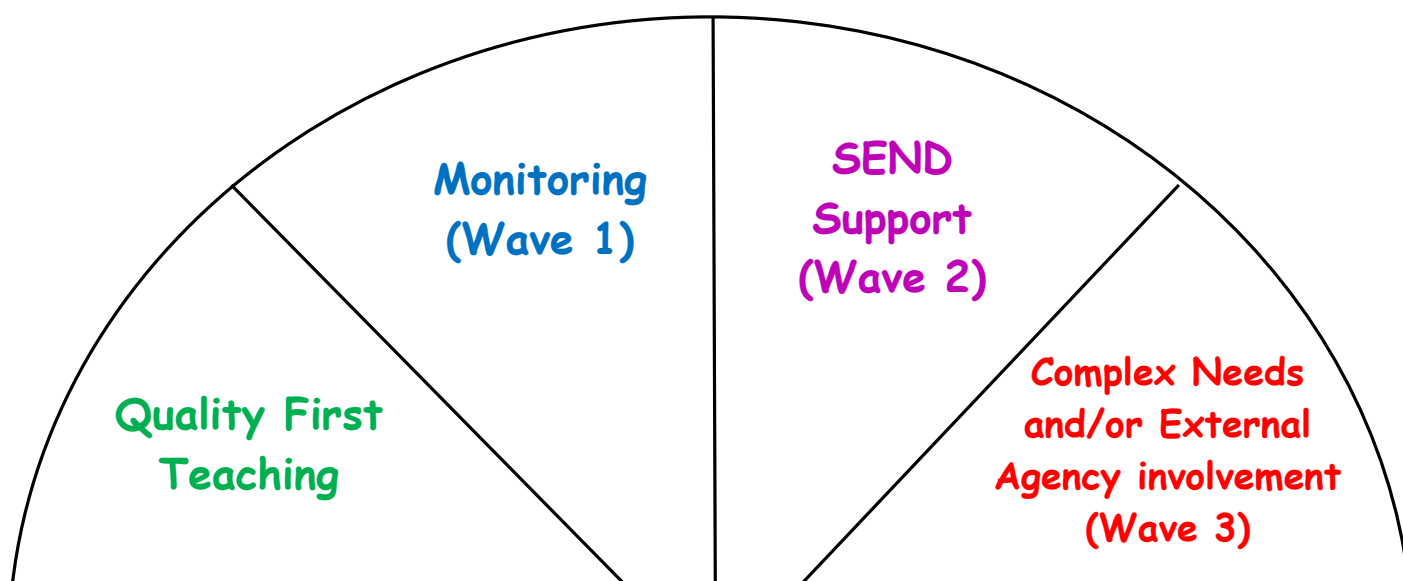
How will school staff support my child and how will the learning and development provision be matched to my child's needs?

At The Ryde School we aim to ensure that all children, regardless of their specific needs, make the best possible progress in school.

- A detailed assessment of the child may take place taking into account the views and opinions of the teacher, SENCO and other professionals involved.
- The class teacher will adapt the child's work according to the special needs that have been identified to enable them to access the curriculum more easily.
- The class teaching assistant may be allocated time to work with the child on specific tasks or programmes.
- The children may be allocated time with a learning support assistant for 1:1 support depending on the need that has been identified.
- If appropriate, specialist equipment may be given to the child e.g. writing slope, pen/pencil grips, easy grip scissors.

In order to meet the needs of all pupils the allocation of provision follows a graduated approach. A child may move between the levels of support, depending on their individual need.

The Graduated Approach



Quality First Teaching (Universal)

The class teacher provides high quality education on a daily basis for all children, which includes adapting and differentiating the curriculum to meet the needs of all pupils. This may involve using practical equipment, writing frames and additional in-class support by the teacher or teaching assistants in class.

Monitoring (Universal +)

For some children, an intervention will be put in place to further support the child's learning/behaviour and their progress will be closely monitored by the class teacher, in discussion with the SENCO. The intervention may take place as small group work or on an individual basis, led by a teacher or a teaching assistant (TA). The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed regularly to establish the effectiveness of the provision and to inform future planning.

SEND Support (Targeted)

If progress is not seen following Wave 1 support, then children may be identified as requiring SEND support. In partnership with the parents/carers, individual targets will be identified and additional support will be put in place to help towards achieving the targets set. At this stage, children will be placed on the SEND Register and their progress will be more closely monitored by the SENCO. Staff will use a Provision Mapping document which allows targets to be monitored termly by staff, and progress can be discussed with parents.

Complex Needs and/or External Agency involvement (Targeted +)

For some children, the school would seek, with parental permission, to refer for specialist involvement from external agencies such as the Specialist Advisory Teachers. These specialists can help to advise on effective support, interventions, specialist equipment and strategies to enable your child to make adequate progress. At this stage, a few children's progress may be monitored more closely using an Individual Plan.

If a pupil's needs are more complex, a formal assessment for an Education, Health and Care (EHC) Plan may be undertaken. This is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention. Your child will also have been identified by professionals as needing a particularly high level of individual or small-group teaching. This is a legal process which results in an individualised EHC Plan being created which will outline the support your child will receive and what strategies will be put in place.

What training have the staff, supporting children with SEND had or are having?

The school has a part time, fully qualified SENCO. All staff have access to ongoing training to support their own professional development as well as the needs of the children in their class. The school provides training and support to improve the teaching and learning of children, including those with SEND. All teaching and support staff have regular training on SEND issues, such as speech and language difficulties, specific learning difficulties and supporting pupils with social and emotional needs. Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children they are working with. The SENCO has undertaken the National Award for SEN Co-

ordination and attends regular SEND Briefings and training to ensure she is up to date with changes in SEND. Training is planned and budgeted for each year.

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

The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of children with SEN such as: employment of Learning Support Assistants, specialist equipment, books, stationary or specialised training for staff.

- The school allocates a further amount from the general budget to supplement the notional SEN budget. The amount depends on the level of needs each year.
- Where a child requires provision which significantly exceeds the nationally prescribed threshold, or if there is a sudden, significant change in provision required, additional funding can be applied for. This is called Local Higher Needs Funding (LHNF) and can be applied for through the local authority.
- The Head teacher decides on the budget for SEND, in consultation with school governors on the basis of needs in the school. The money is then used to provide additional support or resources dependent on individual needs. This may include deployment of staff depending upon individual circumstances.
- Additional support and allocation of resources are reviewed regularly. Changes may be made so that the needs of children are met and resources are deployed as effectively as possible.

How is the decision made about the support my child will receive?

When deciding how much support a child receives, the needs of the individual pupil are assessed and the parents/carers, teaching and support staff, and relevant external agencies views are taken into consideration. The level of support is then allocated following this and will be constantly reviewed in order to identify when and where changes in support may be needed. These decisions are made in consultation with the class teacher, SENCO and Head teacher.

- Decisions are based on termly tracking of pupil progress, teacher assessment and/or assessments by outside agencies.
- Support is reviewed regularly and amended as necessary.
- Interventions typically last for 2 terms with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support.
- During a child's school life, if further concerns are identified due to pupil's lack of progress or well-being then other interventions will be arranged.

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

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

Part of our ethos is to promote the idea that all members of the school's community support each other. We are a listening school where children can talk to any member of staff about issues or concerns that have. All teachers aim to support the well-being and development of children through curriculum activities and there are regular opportunities to develop this further through assemblies and school events. Each class has a teaching assistant and some classes may have an additional adult which gives the children a number of adults to turn to. The class teacher, Head teacher and SENCO are readily available to pupils and work is completed regularly with children about adults who they can talk to in school.

The school has a Behaviour Policy that all staff and children are expected to follow to ensure the safety and well-being of whole school community. The school has a consistent approach to behaviour, we follow the 5 Words of Wisdom (WOW words) and Secrets of Success. The Ryde School promotes the 5 Words of Wisdom: Respectful, Ambitious, Safe, Creative, Resilient. All behaviour in and around the school are guided by these five words. The 5 Words of Wisdom support children in understanding clear expectation of good behaviours and encourages children to take responsibility for their own actions and behaviours. A house system is used where children are awarded house points in recognition of them following the 5 Words of Wisdom. The Secrets of Success support children in understanding clear expectation of good learning behaviours and teachers children to learn to take responsibility for their own learning.

For those children who find aspects of this difficult further support can be put in place. Class teachers provide pastoral support for all children in their class, alongside the class TA. Outside agencies are consulted/support pupils through challenging times by offering a range of therapies such as: art, music, topics. Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as Child and Adolescent Mental Health Services (CAMHS) or the school nurse.

Additional support includes:

- Medicines can be administered in school with signed parental permission. There are nominated first aiders in school and several members of the staff have first aid qualifications. If your child has significant medical needs you will need to speak to the SENCO and Head Teacher to discuss how we can best support you and your child. This may include drawing up a Health Care Plan. Key staff are trained in Paediatric First Aid.
- Staff have relevant Epi-pen training, diabetes training and first aid training. Named first aiders have qualifications in first aid.
- The school has a very active School Council and Eco-Committee that enables all children to contribute their opinions and ideas in a safe and supportive environment.

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

The Ryde School seek to support pupils by accessing a variety of external agencies. If required, these include:

<u>Local Authority Provision</u>	<u>Health Provision</u>
<ul style="list-style-type: none">• Speech, Language, Communication Needs and Autism Team• Involvement of Advisory Teachers for Sensory and Physical Impairments• Outreach services for behaviour and specific learning difficulties• The Hub• DSPL 5• Attendance Team• Welwyn and Hatfield Schools Partnership	<ul style="list-style-type: none">• Speech and Language Therapy (SALT)• CAMHS• School Nursing Team• Occupational Therapy• Paediatrician• Children's Wellbeing Team• Mental Health Support Team

What support services and expertise are available for parents of pupils with SEN?

SEND Parent Worker

Referrals can be made through DSPL5 to access support from the SEND Support Worker. Schools attend Triage throughout the school year and can discuss needs with the panel who then make contact with parents. Please speak to the SENCO or Head teacher if you feel this would be beneficial to you.

Herts Local Offer

Information about services available in your local area for parents, carers of children and young people aged 0-25 with special educational needs and disabilities.

<https://www.hertfordshire.gov.uk/localoffer>

Hertfordshire Additional Needs Database

You are entitled to join HAND if you are a parent or carer of a child or young person with additional needs or disability aged 0-19. Benefits of joining include a leisure concession card and subscription to the HAND newsletter. For more information please email hand@hertfordshire.gov.uk

Hertfordshire Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)

SENDIASS offers impartial information, advice and support for parents and carers of children with special educational needs via telephone, email or in person. Contact them by telephone: 01992 555847 (open Monday-Thursday 9.30am- 3.30pm and Friday 9.30am-2.30pm) or email sendiass@hertfordshire.gov.uk

The KIDS East and West Hubs

The KIDS HUB offers information and support for parents and carers of children with special educational needs and disabilities aged 0-19 in Hertfordshire. They offer free and impartial support via telephone, email and face to face (including home visits) with matters such as helping you find activities, groups, training, information about benefits and parking, support meetings about your child. KIDS HUB have a directory services that is available on their website.

Contactline 01992 588574

Contactline is available every other Wednesday from 2pm to 4.30pm, term time only, for parents, carers and young people (16-25) to speak directly to an Educational Psychologist to discuss a child or young person's development, learning or emotional wellbeing.

Hertfordshire's Neurodiversity Support Hub 01727 833963

Hertfordshire's Neurodiversity Support Hub is an advice service offering support, signposting and guidance about a whole range of things relating to ADHD and Autism. The Hub is available Monday to Friday from 9am to 1pm by telephone, 01727 833963 or email supporthub@add-vance.org.

How will you help me to support my child's learning?

- Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need.
- You are encouraged to read with your child on a daily basis and support them with their homework.
- A copy of your child's Targets will be given to you with advice on how to support your child.
- Parent Workshops are organised to provide advice on supporting your child's development at home.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have. You may also be able to discuss what is working well at home and school, so that similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns you may have.
- Parents' Evenings are held each term to keep parents fully informed of their child's progress.
- A written report is written for each child in the Summer Term.
- Parents are involved in reviews where extra support has been put in place.
- A reading book is provided for each child to enable them to practise reading at home and enabling parents to support their child's progress in reading.
- Some homework is set that enables parents to support their children's learning.
- Curriculum information for every class is published each term on the school website to enable parents to know what their children will be learning and with some suggestions on how they can support this learning.
- Parents are invited to attend/participate in class assemblies, learning workshops, social events, coffee mornings and school productions.
- Our Family Support Worker is available to support families.

How will my child and I be involved in discussions about and planning for my child's education?

When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account. We feel it is vital to have parents/carers at all formal meetings arranged, so discussions about their child's learning and next steps can take place. Discussions may take place through:

- Informal meetings and discussions between staff, you and your child.
- Formal meetings arranged between staff, you and your child.
- Parent Consultation meetings.
- Review meetings, which include external professionals where appropriate.

- We have an 'open door' policy for parents to speak to teachers, SENCO or Head teacher on an 'as need' basis to pass on a message or piece of information. For longer discussions meetings can be arranged.
- Parents can telephone or email messages through to the school to be passed on to the class teacher, SENCO or Head teacher.
- Parents have representatives on the governing body.
- The school has an active PTA and Parent Council.

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

All children at The Ryde School have the opportunity to be included in all activities. Some children may require support to undertake a particular activity, and this is carefully planned for, with appropriate provision and reasonable adjustments made where necessary.

A range of after school clubs are made available to all children. School trips are planned to ensure that all children remain safe and are included in activities. Where necessary, those children requiring specific support on external trips are supported by familiar staff members or in some instances parents/carers may be asked to accompany their child.

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm.

All children with SEN are included on all school trips and when appropriate additional support and staff are deployed.

Parents are consulted to ensure full participation and active engagement of all children.

Where outings are run by outside agencies, they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

How accessible is the school environment?

All Hertfordshire schools comply with the Equality Act 2010. We have accessible doors and pathways throughout the school. Our classrooms and corridors are spacious.

- The school building is fully wheelchair accessible and has disabled changing and toilet facilities.
- Specialised equipment is provided where appropriate for children with SEN needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

How are pupils with SEN able to engage in activities available to those in the school who do not have SEN?

At The Ryde we believe that all children, including those identified as having 'special educational needs', 'disabilities' or are defined as 'vulnerable pupils' have a common entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life. We ensure there are no barriers to pupils with SEN and they enjoy the same activities as other pupils in the school.

- Children are taught respect through school routines and PSHE lessons and understands everyone is unique.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.
- All pupils are encouraged to go on our residential trips and specific arrangements can be made to support the child's needs.
- All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

How will the school prepare and support my child in starting school and moving on?

We recognise that transitions can be difficult for a child with SEND. Strong links exist between other local schools; pre-school and secondary schools, and we take steps to ensure that any transition is as smooth as possible.

If your child is new to our Reception class:

- A home visit is made so that children meet members of staff prior to starting school and members of staff gain an insight into the individual needs, like and dislikes of each child.

If your child is joining us from another school:

- The SENCO or class teacher will undertake a pre-visit where appropriate/possible.
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.
- Children joining the school in other classes are buddied with a class mate to ensure a smooth induction for the child.

If your child is moving to another school:

- Children transferring out of our school are prepared for the change and their records and details passed to the new school as soon as possible.
- We will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

If you have any concerns that your child is worried about in terms of induction or moving on, please contact the class teacher.

What is the complaints procedure?

We aim to prevent formal complaints arising by our policy of parental involvement at all stages of action of special need. Should there be a complaint about the school's SEND provision they are dealt with at three stages:

- Concerns are discussed first with the Head teacher
- Formal complaint is made in writing to the Governing Body of the School
- Formal complaint is made in writing to the Local Education Authority.

Should there be a complaint about SEN provision in the school; reference will be made to the school's Complaints and Conciliation procedure.

How does the SEND information report link with other policies and documents?

This policy links to our policies on:

- Accessibility plan
- Accessibility and equality plan
- Behaviour
- Equality statements and objectives

How can I find information about the local authority's Local Offer of services and provision for children with SEND?

Hertfordshire will produce a Local Offer. Information about this and other services that are available can be found on: <https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>

The school's Offer can be found on the school website in the SEND Policy.

Who can I contact for further information?

- Class Teacher
- SENCO – Mrs J Hall SENCO@ryde.herts.sch.uk
- Head teacher – Mrs S Thompson
- SEN Governor – Rosemary Ramsdale

School contact telephone number: 01707 267 333

Useful Acronyms	
APDR	Assess, Plan, Do, Review
ASD	Autism Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CAT	Communication and Autism Team
DFE	Department for Education
DSPL	Developing Special Provision Locally
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
EP	Educational Psychologist
ESC	Education Support Centre
HFL	Herts for Learning
LHNF	Local Higher Needs Funding
MLD	Moderate Learning Difficulties
OT	Occupational Therapy/Therapist
PD	Physical Disability
PTA	Parent Teacher Association
SALT	Speech and Language Therapy/Therapist
SEMH	Social, Emotional and Mental Health
SEN/D	Special Educational Needs/Disabilities
SENCO	Special Educational Needs Coordinator
SLCN	Speech, Language and Communication Needs
SLT	Senior Leadership team
TA	Teaching Assistant
VI	Visual Impairment

This list is not exhaustive, please contact the school if you require any further information.