

Ryelands Primary and Nursery School



SEND INFORMATION REPORT

September 2025

The following document is the SEND Information Report for Ryelands Primary School and Nursery. It is in keeping with the requirements which can be found in the Code of Practice on page 106, section 6.79

What kinds of Special Educational Needs and Disability (SEND) do we provide for?

As a school we provide for a wide range of Special Educational Needs.

During the last and present academic years we have supported children with the following needs:

- Autistic Spectrum Disorder
- Social, Emotional and Mental Health needs
- Visual Impairment
- Hearing Impairment
- Specific Learning Needs (including dyslexia, MLD and SLD)
- Physical Needs
- Speech and Language difficulties.
- Sensory needs

Our SEND profile for 2025-26 show that we have 29% of children identified as having SEND. (24% SEN Support and 5% EHCP)

How do we identify a child with SEND and how do we assess their needs?

We will monitor and review the progress and development of all children throughout every year to ensure that if a child is behind expected levels or expected progress, we can assess the child's needs. Although, this may not mean the child has a SEND or need special educational provision. Careful consideration of the progression and needs of all children will ensure that where such needs do arise, they are always addressed.

Any children who join Ryelands Primary School and Nursery at any point during the school year, are assessed on arrival so needs can be identified.

Where a child has a significantly greater difficulty in learning than their peers or a disability that prevents or hinders them from accessing provision in school, we will look at the specific needs of the individual child and provide the necessary interventions. We will consider the children's needs within the 4 areas of need identified in the SEND Code of Practice -

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and mental health
- Sensory and/or physical needs

As a school, Ryelands understand the importance of recognising need at the earliest point and making effective provision to meet this need. It is also recognised that the Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had high quality personalised teaching and interventions have been tried and reviewed to meet their area of need. It is only at this point, a child will be entered on to the SEND register.

See Appendix 1 – Ryelands Primary School and Nursery Inclusion Pathway.

Who is the SENDCo and how can we contact them?

The SENDCo is Mrs Annika Smith.

She can be contacted at school via the office – (01524) 64626 or via email: a.smith@ryelands.lancs.sch.uk

How do we involve parents and consult with them about their child's education?

The school has an 'open door' policy and encourages parents who have any concerns to come into school and discuss these with the class teacher and/or SENDCo.

- Children are greeted at the class doors by their teachers or TA. At the end of the day, children are sent out only when an adult is seen by the teacher. Some children, age appropriate and with parent/carer consent, walk home on their own.
- The SENDCo has monthly coffee mornings with the Early Help mentor, family Adviser and School Nurse
- All parents (whether their child has SEND or not) have 2 parent meetings each year – any SEND issues can be discussed and the SENDCo will also be available.
- Intervention targets are discussed with the parents.
- There is an annual review meeting for any child with an Education Health and Care Plan at which the objectives are reviewed and any additional needs are discussed.
- Half termly Newsletters by the Head teacher
- School website and social media sites
- Appointments with the class teacher, SENDCo, Pupil Support Manager or Head teacher can be made at any time.
- Parents are asked for their opinions and advice to help school support their child.
- School reports are completed annually.

How do we involve the children in their education?

Children need to have ownership of their education to the extent that it is appropriate. They need to be involved in every step of the process so that they feel they are listened to, valued and to give them the satisfaction of achieving their targets. All this is made possible through the review paperwork and talking to the children about their education when appropriate. All children, regardless of their age, are asked to voice their opinions. Children are encouraged to be involved in their Annual Reviews and/or in reviewing their own termly targets. When appropriate, pupils are involved in the discussions about their education and what they believe they may need support in. This forms part of the One Page Profile. Pupils also contribute towards review meetings by telling a known adult how they think they are progressing. This can all be done on the level that the child is operating at.

How do we assess and review the progress that children make and how do we involve them and their parents?

Academic progress made by SEND children is assessed in the same way as for others. At Ryelands, we use year group expectations. Those children who are not able to work at their year group expectations, will work at lower year group expectations. Younger children who are working significantly below year group expectations are usually assessed using PIVATs. Parents are kept informed about their child's progress via informal meetings with their child's teacher, termly parent meetings and reports. Children are involved in this process. Children with specific learning or other needs may also be assessed using standardised tests. These include reading / spelling and cognitive ability scores which can then be tracked. If we continue to have concerns, with parental consent, we may seek further advice from a Specialist Teacher or an Educational Psychologist.

How do we support our pupils with SEND as they move on to high school or move to another school?

Transitions within years, to a different Key Stage or a different school are all considered very carefully for children with SEND as well as all the other children in the school. If a transition between schools takes

place within the academic year, the SENDCo will ensure that the new school has all the information needed regarding the child's academic abilities, learning habits and social/ environmental factors that affect the child.

Any child with an EHC Plan will participate in their annual review. They will have a transition review meeting during the spring term of Year 6 and an action plan is drawn up to ensure a smooth transition to High School. Professionals and staff from both institutions meet to discuss how the child's needs can best be met.

If it is felt appropriate, additional transition visits are made by the pupil to the school they will be attending, accompanied by a member of our school staff. Additionally, other provisions to support transition may also be put in place.

All children are encouraged to attend school open days and induction days. Those children we believe may struggle considerably with the transition to high school will be allowed extra transition visits and work will be carried out with the Learning Mentor who will then support them on entry to Year 7. For children on the SEND register, the SENDCo will meet with the high school SENDCo to ensure that suitable provision can be arranged for each individual child. Often, depending on the needs of the child, the parents may also be involved in this process.

What is our approach to teaching children with SEND?

At Ryelands we seek to provide a broad and balanced education to all children by addressing their academic, social, moral and spiritual needs within a caring, positive and stimulating environment. We aim to have a positive ethos where there is mutual respect between pupils, staff, other adults and visitors to the school where people are valued and encouraged to have high self-esteem.

Our approach is based on our Inclusion pathway. However, how we meet each child's needs will be very different dependent on the individual. Early identification of children with additional needs is key to ensure the best progress and attainment to those children. We use a vast range of strategies and interventions to meet the needs of all our pupils which include advice and support from outside agencies.

Please see Appendix 1 for our Inclusion pathway. For further information please see the SEND policy available on the school website or from the school office.

How do we adapt the curriculum and the learning environment for children with SEND?

The curriculum and classroom provision will always be considered for children with SEND. We always aim to meet the needs of the child and will regularly review this. Some examples of our considerations are:

- The layout of the classroom
- The structure of the day
- The use of physical resources
- The need for small group or 1:1 work
- The social and emotional needs of the child

As with all children, the curriculum is always differentiated to meet the needs of the child with quality first teaching.

Laptops, computers and iPads are available to support learning of children with additional needs. Any additional equipment will either be sourced through the provider (Physical Therapy equipment through Lancashire County council) or through the school's allocated budget for SEND. Ryelands also use the loan store from specialist schools in the area for more specialist equipment if needed.

How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

At Ryelands we have a large staff who all are equipped to support children with additional and special needs. Nurture principles are used throughout the school. Staff have a wide range of experiences and expertise when it comes to supporting children in class. The SENDCo has the National Accreditation of SEN Coordination Award. Ryelands also has a learning mentor team that supports all children with SEMH using THRIVE. Teachers are kept up to date at staff meetings and specific SEND training is also carried out during twilight meetings. We have a number of Teaching Assistants who are outstanding in the delivery of interventions. The teaching assistants attend phase meeting. This time is used for in-house training as well as outside training as and when required.

In addition to this, we are also very lucky to have a range of professionals coming in to school on a regular basis. These include specialists in:

- Paediatric Physiotherapist
- Children's Occupational Therapist
- Speech and Language therapist

How do we know if what we provide for the children is effective?

The children with SEND are making good progress from internal and external assessment data. Professionals coming into school have commented on the excellent provision and the good progress that the children are making.

We monitor the impact of interventions and provision through regular assessments as well as looking at progress towards individual targets. We use this data to plan further intervention. This is discussed with the Senior Leadership Team and governors. We ask the opinions of the children and parents to ensure that as well as the children making good progress, the children and parents are happy with the provision provided.

How are children with SEND enabled to take part in all the activities available at school?

At Ryelands we benefit from a lot of extra-curricular activities that are accessible for all pupils. Most of the clubs are free of charge and are run by teachers or TAs. There is a range of activities from craft to sports which are on a termly timetable. Most year groups are catered for. All activities are available to all in line with the Equalities Policy (2010). If a child needs additional support or equipment to access an activity this is provided at the appropriate time / level. Children with SEND have been supported to take a full and active part in school trips, sports activities, music activities and on the school residential.

How do we support children with SEMH and behavioural difficulties?

The school has a clear behaviour policy that is adhered to by all members of staff. However, we also recognise that all children are different and different strategies work for different children. This must be taken into account when working with individual children. The behaviour policy is available on our website or from the school office.

At Ryelands we use a whole school approach to social and emotional development called Thrive. Thrive is based in attachment theory and neuroscience and provides a structured framework to support children's development. All teachers assess the social and emotional development of the children in their class, and any children who are identified as needing additional support have more in-depth assessments to pinpoint exactly what they need. If a child needs group work or an individual action plan, this will be facilitated by a member of the Learning Mentor Team. All Learning Mentors are highly trained in the Thrive Approach as Licenced Practitioners and are able to plan and deliver bespoke packages of support to enable every child to Thrive.

Ryelands also employs a therapeutic counsellor one day per week who can offer 1:1 and group support to the children, as well as therapeutic parenting support for families and Video Interactive Guidance, which is an intervention aimed at strengthening the parent/child attachment.

How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

At Ryelands Primary and Nursery School, bullying will never be tolerated. The school anti-bullying policy clearly sets out the school position on dealing with all forms of bullying. A copy of the policy can be obtained at the school office.

Additionally, we pride ourselves on being a nurturing school that encourages and engages in a nurturing atmosphere.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

Ryelands have a commissioned EP for 1.5 days a half term to support teachers and the SENDCo. We also employ a CAHMS worker for ½ a day a week to work with individual pupils and families. We have 2 behaviour Mentors in school who are ELSA (Emotional Literacy Support Assistants) trained.

We engage in a wide range of outside services to support children. These include:

- Lancashire IDSS for learning needs
- Longlands Child Development Centre– includes Physiotherapists and Occupational Therapists
- Speech and Language therapists
- Sands Psychology
- CAMHS (Child and Adolescent Mental Health Service)
- Stepping Stones Outreach
- Ross ADHD Clinic
- The incredible Years Programme
- THRIVE programme
- The Loyne Special School for specialist teacher advice
- Children and Family Wellbeing Service

What arrangements do we make for supporting children who have SEND and are in the care of the local authority?

All children will have a Pupil Education Plan (PEP) in place for Looked After Children which is agreed with the social worker. Children who are in care of the local authority will be supported through our SEND policy and our extensive range of provision. Additionally, we have a strong pastoral team and school SENDCo who will ensure those children with SEND receive all the support necessary.

What should I do if I have a concern or complaint about the provision for my child?


The school has adopted the LCC Complaints procedures – in the first instance the parents should speak to the class teacher and/or SENDCo. If the situation is not resolved it should be referred to the Headteacher and if it is still not resolved to the governing body of the school (Chair of Governors). A full copy of the complaints procedure is available in the complaints policy at the school office.

Where can I find information on the authority's Local Offer?

The authority's local offer can be found at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Ryelands Primary and Nursery School Inclusion Pathway



Stage 1 Quality First Teaching Adapted Practice	Stage 2 Inclusion Referral Form	Stage 3 External Agencies	Stage 4 EHC Assessment Request
<p>Quality First Teaching</p> <p></p> <p>Adapted Practice (school based specific interventions delivered by TA and Teacher)</p> <p>Provision document created</p> <p>3-part plan to be created if relevant</p>	<p>Class teacher/TA to complete an Inclusion Referral form on CPOMS</p> <p>SENDCo/Deputy Head/Pupil Support Manager will ASSESS the inclusion referral, making sure QFT and Adapted Practice has been implemented. Explore School Inclusion Team support- e.g. Behaviour Mentors, Learning Mentors, Early Help Mentor, Counsellor, ITAC meeting</p> <p>Meeting to PLAN next steps with the tight team around the pupil. Discussions recorded on CPOMS</p> <p>Agree a set time period to DO the planned interventions/strategies</p> <p>REVIEW the inclusion referral actions with the tight team around the pupil. Update provision document and 3-part plan</p>	<p>External agencies involvement to ASSESS</p> <p>Meet to PLAN new strategies and targets with the tight team around the pupil. Record on CPOMS</p> <p>ILP to be created if relevant</p> <p>Agree a set time period to DO the strategies provided</p> <p>REVIEW the inclusion referral actions with the tight team around the pupil. Update provision document, 3-part plans and ILP</p>	<p>Gather evidence and request from the Local Authority an EHC assessment</p> <p>Continue with support strategies already in place</p> <p>If EHCP is granted, previous provision to continue and annual reviews to be completed by the tight team around the pupil</p> <p>If the EHC assessment request is NOT accepted, ASSESS, PLAN, DO, REVIEW cycle to continue</p>

