



RYECROFT CE MIDDLE SCHOOL

SEND Information Report

SEND Information Report – Ryecroft CE Middle School

Date of Review: Autumn 2026

Next Review Due: Autumn 2027

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1. Introduction

Ryecroft CE Middle School is an inclusive school where every pupil is valued, respected and encouraged to achieve their full potential. We are committed to providing a broad, balanced and ambitious curriculum that enables all pupils, including those with Special Educational Needs and Disabilities (SEND), to thrive academically, socially and emotionally.

We work closely with pupils, parents/carers and external professionals to ensure that barriers to learning are identified early and that appropriate support is provided to help every child succeed and participate fully in school life.

This report outlines how we fulfil our statutory duties under:

- The Children and Families Act 2014
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- The Equality Act 2010
- The Education Act 1996
- The Special Educational Needs and Disability Regulations 2014

2. Types of SEND supported by Ryecroft

We provide support for pupils across the four broad areas of need identified in the Special Educational Needs and Disability Code of Practice (2015):

1. Communication and Interaction
This includes pupils with speech, language and communication needs (SLCN) and those with Autism Spectrum Condition (ASC).
2. Cognition and Learning
This includes pupils with specific learning difficulties (SpLD), such as dyslexia and dyscalculia, as well as those who experience more general learning difficulties.
3. Social, Emotional and Mental Health (SEMH)
This includes pupils who may experience difficulties such as anxiety, attachment needs, attention deficit hyperactivity disorder (ADHD), or other social, emotional or mental health needs.
4. Sensory and/or Physical Needs
This includes pupils with visual impairments, hearing impairments, physical disabilities or medical conditions that affect their access to learning.

We recognise that some pupils may have needs that span more than one of these areas and that every child is unique. Support is therefore planned and tailored to meet individual needs and enable pupils to access a broad, balanced and ambitious curriculum.

3. Identifying Pupils with SEND and Assessing Their Needs

A child or young person has Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them. A child has a learning difficulty or disability if they have significantly greater difficulty in learning than most others of the same age, or if they have a disability that prevents or hinders them from making use of the educational facilities generally provided for children of the same age in mainstream schools.

At Ryecroft, pupils are identified through a graduated approach of Assess, Plan, Do, Review. Concerns may be raised by teachers, parents/carers, pupils themselves, or external professionals. We use a range of information, including progress data, teacher observations, assessment outcomes and specialist advice, to identify needs and determine the most appropriate support.

Identification follows the graduated approach:

- **Assess:** Concerns are explored through observations, assessment information, pupil voice, parent/carer discussions and, where appropriate, advice from external professionals.
- **Plan:** Outcomes and strategies are agreed and recorded in a Pupil Support Plan (PSP) or other appropriate support plan.
- **Do:** Support is delivered through high-quality teaching, targeted interventions and reasonable adjustments.
- **Review:** Progress is reviewed termly with parents/carers, pupils and relevant staff, and support is adjusted as needed.

If a pupil's needs are long-term, complex or severe, the school may request an Education, Health and Care (EHC) Needs Assessment from the Local Authority.

4. Consulting with Parents and Pupils

At Ryecroft, we value strong partnerships with parents/carers and pupils. We believe that working collaboratively is essential to ensuring the best outcomes for children and young people with SEND.

- Parents/carers are involved at every stage of the graduated approach and are encouraged to share their views and contribute to decision-making.
- Meetings are held at least termly, or more frequently where required, to review progress and discuss support.
- Pupils are encouraged to express their views and are actively involved in setting targets, reviewing progress and evaluating the support they receive, using age-appropriate approaches such as one-page profiles and pupil voice activities.
- Information is shared regularly with families to ensure that support is coordinated and responsive to individual needs.

Parents/carers are welcome to contact the **SENDCo** or **Assistant SENDCo** at any time by email or telephone to discuss their child's progress, wellbeing or SEND provision.

5. Assessing and Reviewing Progress

We assess and review the progress of pupils with SEND using a range of information, including:

- Ongoing teacher assessment and termly progress tracking.
- Standardised assessments, such as reading, spelling and numeracy tests, where appropriate.
- Reviews of targets and outcomes identified within Pupil Support Plans (PSPs) and other support plans.
- Pupil voice and parent/carer feedback.
- Information and recommendations provided by external specialists and agencies.
- Attendance, behaviour and wellbeing information, where relevant.

Progress is reviewed regularly as part of the **Assess, Plan, Do, Review** cycle.

Parents/carers are kept informed of their child's progress and are invited to contribute to reviews and discussions about future support.

6. Supporting Transition

We are committed to ensuring smooth and successful transitions for all pupils, particularly those with SEND. Transition arrangements are carefully planned and tailored to meet individual needs.

- **Key Stage 2 to Year 5:** We work closely with feeder First Schools through transition meetings, information sharing and visits to pupils in their current setting. Additional visits to Ryecroft can be arranged to help pupils become familiar with the school environment and staff before they join us.
- **Within School:** Information about pupils' needs, strengths and effective support strategies is shared between staff at transition points to ensure continuity of provision.
- **Year 8 to Upper/High School:** We liaise closely with receiving schools through transition meetings, SENDCo-to-SENDCo handovers and the sharing of relevant information. Additional visits and enhanced transition programmes are arranged where appropriate.
- **Pupils with EHC Plans:** Transition arrangements are discussed as part of the annual review process to ensure appropriate support is in place for the next stage of education.

We recognise that transitions can be challenging for some pupils. Where needed, personalised transition plans and additional support are put in place to promote confidence, wellbeing and a successful move to the next stage of education.

7. The Approach to Teaching Pupils with SEND

At Ryecroft, we believe that high-quality teaching is the first step in responding to the needs of pupils with SEND. All teachers are responsible for the progress and development of every pupil in their class and adapt teaching to meet individual needs.

We support pupils through:

- High-quality, differentiated classroom teaching (Quality First Teaching).
- Personalised strategies and reasonable adjustments identified within Learning Passports.
- Adaptive teaching approaches, including appropriate scaffolding, modelling and the use of visual supports.
- Small-group or one-to-one interventions where additional support is required.
- Access to specialist equipment, resources or external agency support when appropriate.
- Ongoing staff training and professional development in SEND.

We use a graduated approach of **Assess, Plan, Do, Review** to ensure support is regularly monitored and adapted to meet pupils' changing needs.

The school recognises that factors such as attendance, English as an Additional Language (EAL), disadvantage or medical needs may affect progress and attainment. These factors are carefully considered during assessment and do not, in isolation, indicate that a pupil has SEND.

8. Adaptations to the Curriculum and Learning Environment

Adaptations may include:

- Modified resources, such as visual supports, writing frames, enlarged print and coloured overlays.
- Assistive technology, including iPads, laptops, speech-to-text and other supportive software where appropriate.
- Alternative methods of recording and demonstrating learning.
- Adaptive teaching strategies, including scaffolding, modelling and chunking of tasks.
- Flexible grouping arrangements and carefully considered seating plans.

- Additional adult support where appropriate to promote independence and access to learning.
- Reasonable adjustments to the physical environment, including ramps, accessible toilets and adapted equipment.

These adaptations are identified according to individual need and are regularly reviewed to ensure pupils can access a broad, balanced and ambitious curriculum alongside their peers.

9. Additional Support for Learning

We have a team of trained Teaching Assistants (TAs) who work alongside teachers to support pupils with SEND in accessing the curriculum and achieving their individual outcomes. Teaching Assistants may:

- Deliver targeted intervention programmes, such as speech and language support, literacy and numeracy interventions, and emotional regulation programmes.
- Support pupils individually or in small groups, under the direction of the class teacher.
- Help implement strategies and reasonable adjustments identified in Learning Passports, Pupil Support Plans and Education, Health and Care Plans (EHCPs).
- Promote pupils' independence, confidence and engagement in learning.

Where appropriate, we work closely with a range of external agencies and specialist services, including:

- Special Educational Needs Inclusion Service (SENIS)
- Autism Outreach Team
- Educational Psychology Service
- Hearing Impairment Service
- Visual Impairment Service
- Physical Disability Support Service
- Behaviour Support Services
- School Nursing Service
- Educational Welfare Service
- Children's Social Care
- CAMHS (Child and Adolescent Mental Health Services)
- Speech and Language Therapy Services

- Occupational Therapy Services

For a small number of pupils with complex or significant needs, additional support may be required beyond the resources ordinarily available within school. In consultation with parents/carers and relevant professionals, the school may request an **Education, Health and Care (EHC) Needs Assessment** from the Local Authority. Where the assessment demonstrates that a pupil requires provision beyond that which can reasonably be provided through the school's delegated resources, an **Education, Health and Care Plan (EHCP)** may be issued.

10. Expertise and Training of Staff

The SENDCo has worked in Education for 14 years, she has been a qualified SENDCo for 10 years and has also worked with the Local Authority on assessment pathways. She brings a high level of expertise and also lived experience of SEND to her role, and is passionate in ensuring all children receive the right provision for their need.

SEND is a priority at Ryecroft Middle School, all staff attend relevant training and ensure they are adapting lessons so that they are accessible for every child. Teaching assistants also access regular training and are responsible for specialist interventions delivered in school.

All staff receive annual SEND training and targeted CPD.

During the last two years school staff have received a range of training, this included:

- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- Supporting reading and writing across the curriculum
- Training on Little Wandle Code
- Medical training including administering an Epi-pen, catheter changing, stoma bags
- Supporting pupils with PDA
- EBSA-Emotional School Based Absence

11. Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of our SEND provision through analysis of pupil progress and attainment, attendance, behaviour and wellbeing records, pupil voice, parental feedback, intervention outcomes and monitoring of classroom practice. This information helps us to identify what is working well and where further support or adjustments may be needed. Pupils are encouraged to share their views and are actively involved in planning, reviewing and evaluating the support they receive. We believe that listening to pupils and working in partnership with families is central to ensuring effective and personalised SEND provision.

12. Inclusion in Activities Beyond the Classroom

All pupils, including those with SEND, are encouraged and supported to participate fully in the wider life of the school. This includes educational visits, residential trips, clubs, sporting events, leadership opportunities and enrichment activities. We make reasonable adjustments, where required, to ensure that pupils with SEND can access these opportunities alongside their peers. Individual needs are carefully considered through planning, risk assessments and consultation with pupils, parents/carers and relevant professionals. Our aim is to ensure that all pupils feel valued, included and able to participate fully in all aspects of school life.

We have a skills base at Ryecroft, when pupils need some time out of the classroom or during social times they can visit the skills base which is manned predominantly by a specialist TA.

We do not remove children from lessons unless we feel they are becoming dysregulated or they require a calmer environment to help concentration and engagement.

13. Emotional and Social Development

We are committed to supporting the emotional wellbeing, mental health and social development of all pupils, including those with SEND.

Support may include:

- ELSA sessions delivered on a 1:1 basis or in small groups in our skills base
- A comprehensive PSHE curriculum and strong pastoral support.
- Nurture provision, including lunchtime clubs and targeted wellbeing interventions.
- Peer support and leadership opportunities, including Year 8 Head Pupils and prefects.
- Positive behaviour approaches and restorative practices to help pupils build and maintain positive relationships.
- Access to support from external agencies and specialist services where appropriate.

We promote a safe, caring and inclusive environment in which pupils feel valued, respected and able to seek help when needed. Our anti-bullying procedures ensure that concerns are addressed promptly and effectively, enabling all pupils to feel safe and supported in school.

14. Contacts for further information

As a small school, we value strong partnerships with parents and carers. We encourage families to contact us whenever they have questions or concerns about their child's education, wellbeing or SEND provision.

Depending on the nature of the enquiry, parents/carers may wish to contact:

- The Form Tutor for pastoral matters and day-to-day support.
- A Subject Teacher regarding progress within a specific curriculum area.
- The SENDCo if the enquiry relates to a special educational need or disability.
- A member of the Senior Leadership Team for wider school matters.

Support for Parents and Carers of Pupils with SEND

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) provides free, impartial advice and support for children, young people and their families.

Website: <https://www.staffs-iass.org/home>

Telephone: 01785 356921

Email: sfps@staffordshire.gov.uk

Staffordshire Local Offer

Information about services, support and opportunities available for children and young people with SEND can be found through the Staffordshire Local Offer:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

School Contact Details

For further information about SEND provision at Ryecroft CE Middle School, please contact:

Mrs S Harris, SENDCo
Email: s.harris@i2e.org.uk

Mrs S Oliver, Assistant SENDCo
Email: s.oliver@i2e.org.uk

Telephone: 01889 590394

Further information about the school can also be found on our website:

www.ryecroft.staffs.sch.uk

15. Complaints Procedure

We encourage parents and carers to raise any concerns at the earliest opportunity so that they can be resolved quickly and effectively. Concerns should initially be discussed with the class teacher, followed by the **SENDCo** or **Executive Headteacher** if required.

If a parent or carer remains dissatisfied with the school's response, they may make a formal complaint in accordance with the school's Complaints Procedure. In some circumstances, this right may also apply directly to the young person.

Further information about disagreement resolution, mediation services and routes of appeal can be found in the **SEND Code of Practice (0-25 years)**, pages 246-247.

15. Review and Publication

This SEND Information Report is reviewed **annually** and published on our school website in line with **Regulation 51 and Schedule 1 of the SEND Regulations 2014**.

Approved by: Governing Body of Ryecroft CE Middle School

Date: September 2026