



# **RYECROFT C. E. MIDDLE SCHOOL**

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## **SEND Information Report**

**SEND Information Report – Ryecroft CE Middle School**

**Date of Review:** Autumn 2025

**Next Review Due:** Autumn 2026

**SENCo:** Mr. Matthew Hall

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**Governor Responsible for SEND:** Mrs Jessica Harding

### **1. Introduction**

Ryecroft CE Middle School is an inclusive school that values the contribution of all children. We are committed to ensuring that every pupil, including those with Special Educational Needs and Disabilities (SEND), achieves their full potential.

This report outlines how we implement our duties under:

- **The Children and Families Act 2014**
- **The SEND Code of Practice (0–25 years), 2015**
- **The Equality Act 2010**
- **The Education Act 1996**
- **The Special Educational Needs and Disability Regulations 2014**

## 2. The Kinds of SEND Provided for

We provide support for pupils across the **four broad areas of need** as defined in the SEND Code of Practice (2015):

1. **Communication and Interaction (CI)** – e.g., speech, language and communication needs (SLCN), Autism Spectrum Condition (ASC).
2. **Cognition and Learning (CL)** – e.g., Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia, and global learning delay.
3. **Social, Emotional and Mental Health (SEMH)** – e.g., anxiety, attachment difficulties, ADHD.
4. **Sensory and/or Physical Needs (SPN)** – e.g., visual impairment (VI), hearing impairment (HI), or physical disability (PD).

## 3. Identifying Pupils with SEND and Assessing Their Needs

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally

Identification follows a **graduated approach** (“Assess, Plan, Do, Review”):

- **Initial concern:** Teachers or parents raise concerns about progress.
- **Assessment:** The class teacher and SENCO use observations, assessments, and external advice (where needed).
- **Planning:** A **Pupil Support Plan (PSP)** or **Individual Education Plan (IEP)** is developed.
- **Review:** Progress is reviewed termly with parents, the child, and relevant staff.

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

## 4. Consulting with Parents and Pupils

At Ryecroft we value partnership with families and pupils.

- Parents are involved at every stage of the graduated approach.
- Meetings are held termly (or more frequently if needed).
- Pupils contribute to their targets and reviews, using age-appropriate methods such as one-page profiles or voice of the child forms.

Parents can contact the SENCO or Assistant SENDCo at any time via email or phone.

## 5. Assessing and Reviewing Progress

We use:

- Ongoing teacher assessments and termly tracking
- Standardised tests (e.g., reading/spelling age)
- IEP/PSP target reviews
- Pupil and parent feedback
- Reports from specialists
- Progress is reviewed termly and shared with parents.

## 6. Supporting Transition

We ensure smooth transitions:

- **Key Stage 2 move into Y5:** Transition meetings with First Schools, visits to the school to meet pupils in current setting, additional transition visits to Ryecroft for pupils to support their successful integration.
- **Within School:** Information shared between teachers at transition points.
- **Year 8 → High School:** Transition meetings with receiving schools, SENCO-to-SENCO handover, additional transition visits.
- For pupils with EHC plans, transition is discussed during annual reviews.

## 7. The Approach to Teaching Pupils with SEND

- High-quality, differentiated classroom teaching (“Quality First Teaching”).
- Personalised strategies within lessons provided in Learning Passports
- Small group or one-to-one interventions when required.
- Staff receive ongoing SEND training.

We use a **graduated response** to meet individual needs.

## 8. Adaptations to the Curriculum and Learning Environment

Adaptations may include:

- Modified resources (visual aids, enlarged print, coloured overlays).
- Use of assistive technology including the one to one iPads
- Alternative recording methods.
- Flexible groupings and seating arrangements.

- Physical environment adjustments (ramps, accessible toilets).

## **9. Additional Support for Learning**

We have a team of trained Teaching Assistants (TAs) who:

- Deliver intervention programmes (e.g., speech and language support, literacy/numeracy catch-up, emotional regulation).
- Work with pupils individually or in small groups under teacher supervision.
- External agencies may also support us, including:
  - Special Education Needs Inclusion Service (SENIS)
  - Behavioural Support Team
  - Autism Outreach Team
  - Hearing Impairment Team
  - Visual Impairment Team
  - Educational Psychologist Service
  - Educational Welfare Officers
  - Physical and Disability Support Service
  - Social Services
  - School Nurse
  - CAMHS (Child & Adolescent Mental Health Service)

For a very small percentage of pupils, who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, and where their needs cannot reasonably be provided from within the school's own resources, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority. This may result in an Education, Health and Care (EHCP) plan being provided.

## **10. Expertise and Training of Staff**

The SENCO is currently undertaking National Professional SENCO qualification and attends the local authority SENCO meetings.

SEND is a priority in our School Improvement Plan and each department considers how best to support students with SEND. To support them in this, whole school awareness training is an integral part of our Professional Development timetable.

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 with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum

- How to support pupils with behavioural difficulties
- Supporting reading and writing across the curriculum
- Medical training including administering an Epi-pen, catheter changing, stoma bags

## **11. Evaluating the Effectiveness of SEND Provision**

Effectiveness is monitored through:

- Progress data analysis
- IEP/PSP target reviews
- Pupil and parent feedback
- Governor monitoring
- External moderation or support visits

SEND provision is reported to governors termly.

## **12. Inclusion in Activities Beyond the Classroom**

All pupils, including those with SEND, participate in school trips, clubs, and activities. Reasonable adjustments and risk assessments ensure inclusion.

## **13. Emotional and Social Development**

We support wellbeing through:

- PSHE and pastoral programmes
- Nurture groups including lunchtime clubs
- Y8 Head pupils and prefects
- Anti-bullying policy and restorative approaches

## **14. Contacts for further information**

As a small school all staff are available for parents. Depending on the

reason to contact school determines who parents should contact. Each pupil will have a form teacher who will be available for pastoral issues, subject teachers for each area of the curriculum, SENCO if the issues relate to a specific need or a member of the school's leadership team for any other issues.

Support services for parents of pupils with SEND include:

- **Parent Partnership**  
<http://www.staffordshire.gov.uk/education/wefareservice/SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).
- **Parent In The Know** newsletters  
<http://www.staffordshire.gov.uk/education/wefareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

The Local Authority's Local Offer can be found on the Staffordshire Cares e-marketplace website.

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

Should you require further information, please do not hesitate to contact Mr **Matt Hall**, SENCO, [m.hall@i2e.org.uk](mailto:m.hall@i2e.org.uk) or Mrs **Sharon Oliver**, Assistant SENCO [s.oliver@i2e.org.uk](mailto:s.oliver@i2e.org.uk)

Or by telephoning the school office on 01889 590394.

You can also view our website at [www.ryecroft.staffs.sch.uk](http://www.ryecroft.staffs.sch.uk)

## 15. Complaints Procedure

Concerns should be raised initially with the class teacher, then the SENCO or Executive Headteacher.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#)

## 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

I **Date:** December 2025