SEND Information Report 2026-27

If you have any questions about this report, or if you need it in a larger font, please contact Rachel O'Sullivan (SENDCo).

We know that parents may also have literacy or language difficulties: please ask for a meeting if you find it easier to talk than read.

The special educational needs provision available at Rydon:

At Rydon, all teachers are teachers of SEND and deliver high quality first hand teaching. We also offer a wide range of support and intervention to ensure all pupils are able to reach their full potential.
We expect to:

- Monitor the progress of all pupils; some children and young people with SEND can be identified at birth. Other difficulties only become evident as children grow and develop
- Listen to the pupil
- Listen to parent/carers
- Be able to distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs
- Identify barriers to learning using our knowledge and understanding of the four primary areas of need; the areas of need are:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs
- In consultation with parents, decide whether SEND support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

The support on offer includes:

- A range of literacy interventions to support reading, writing, phonics and spellings
- A range of numeracy interventions to help the development of basic skills
- Speech and language support
- Whole class and small group PSHE lessons including relational development, communication and interaction, and support for emotional wellbeing and mental health
- Dedicated staff using a relational approach to help children who may be experiencing emotional or behavioural difficulties
- Access to other agencies including Educational Psychologist, School Nurse, Speech and Language Therapist and other outreach services
- Use of assistive technology to support learning and access to curriculum
- Forest School and other outdoor learning activities
- Wide range of extra curriculum activities happening after school
- Breakfast Club and After School Club (ROOSC)

How we identify the particular special educational needs of a child or young person

Rydon is an Inclusive School and believe that high quality first hand teaching (QFT) should be expected for every pupil. Teachers take responsibility for the ongoing assessments for the pupils in their class, in line with the SEND Code of Practice (2014).

Pupil progress is collated every term and reviewed by the class teacher and SLT. This is then used to identify individual needs and provision for support. We do recognise that on some occasions further diagnostic assessment is required to identify barriers to learning. These will be completed in school and if there are still concerns advice will be sought from other agencies, for example, health, Educational Psychology, Devon Education Advisory services and other outreach services.

Parents are provided with a progress review each term.

We expect to:

- Pay regard to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches, and recognising parent voice in all our support for children
- Provide teaching and support staff with comprehensive guidance in relation to identification processes
- Have clear processes for staff and parent / carers to raise concerns regarding pupil progress and learning
- Use a range of appropriate screening and assessment tools to identify needs
- Gather evidence of pupil needs through KS results, baseline testing and progress data
- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Devon SEND support services etc. in order to gain a better understanding of a pupil's needs
- Designate a qualified teacher to be responsible for co-ordinating SEND provision (the SEND co-ordinator, or SENDCO), ensuring appropriate experience or qualifications are in place
- Inform parents/carers when we are making special educational provision for their child and have processes in place for parents/carers to provide feedback on provision
- Inform pupils when we are making special educational provision for them and have processes in place for the pupils to provide feedback
- Identify the nature of each pupil's SEND needs; sometimes a child or young person can have needs in more than one area which requires an individualised approach
- Regularly review the SEND register and other processes used for identifying and making needs known

How we consult with parents and/or children and young people about their needs.

At Rydon, we recognise that parents have a critical role to play in their child's learning and we welcome parents' views – not only on their child's learning and progress but also regarding their aspirations for the future.

We expect to:

- Have procedures in place for consulting and working in partnership with parents and pupils. The SENDCo is Rachel O'Sullivan whose role is to co-ordinate all the specific provision that is put in place, liaise with the class teachers and, together with all adults involved, monitor a pupil's progress and well-being. Mrs O'Sullivan also liaises with a range of external agencies such as speech therapists who can give us more specialised advice.

- Have clear systems in place for evaluating quality of provision by reviewing staff expertise through classroom observations, linking to appraisal/performance management systems
- Evaluate quality of provision through rigorous analysis of pupil progress including work analysis and pupil observations
- Track and monitor pupil progress on a regular basis and communicate this information effectively to parents
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Track the progress of different pupil groups and cohorts
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data
- Have a well-designed and comprehensive school improvement plan that accounts for specific development of SEND provision and addresses any areas of weakness
- Gather pupil feedback as part of the process to review quality of interventions and provision
- Hold regular parent meetings, with the pupil, as appropriate, to discuss pupil progress
- Regularly evaluate progress towards personalised targets with the pupil and include parents where appropriate
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Include pupil and parent voice in all SEND Learning Plans and requests for additional support

How Rydon adapts the curriculum and learning environment for pupils with special educational needs and our approach to teaching them.

Teaching is adapted in many ways to suit the individual needs within the classroom. Whilst this is not an exhaustive list aspects of Universal Provision includes the use of assistive technology, safe spaces, dual coding of key vocabulary, concrete resources in maths, reduced language and sensory resources (please see ESW Univerdal document for further details). In some cases, specialist equipment may be needed which will be supported by outside agencies.

Where a child's needs are very complex and require high levels of support, specialist equipment and expertise, it may be their needs cannot be met within our Mainstream setting. Discussions with parents, the pupil, SENDCO and the Local Authority may conclude that a specialist placement is more suitable to best meet the pupil's needs.

We expect to:

- Ensure all pupils access high quality first teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs. Support can also be offered in the form of group work or interventions with teaching assistants. Parents will be made fully aware and engaged in the planning of support and interventions and, where appropriate, be asked to contribute or reinforce progress at home.

  Interventions offered at Rydon include:
  - Literacy
  - Numeracy
  - Speech and Language

- Nessy
- Read Write Inc, including Fresh Start Phonics
- Communication & Interaction support
- Thrive-style learning/ Relational Approaches to include the implantation of a co-regulation plan

- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Identify early a child or young person's lack of adequate progress and review their needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum. For children who do not make expected progress after school-based interventions, the school will liaise with parents and outside agencies to involve the support of other professionals, such as Speech Therapists and counsellors. Where, despite the school having taken relevant action to meet the needs of the child, progress is still not achieved, the school and parents can consider requesting an Education Health and Care Needs assessment. At this stage, a child is likely to be assessed by an Educational Psychologist. If considered appropriate the pupil will have an Education Health Care Plan, which may result in very individual support being made available to help progress.
- Differentiate lessons to match the pupil's level of learning and adapt the learning by using groupings that target specific needs
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon Graduated Response Toolkit document for support to tailor provision to provide an individualised support programme for more complex pupils.
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

Additional support for learning that is available to pupils with special educational needs;

Every school is required to meet the SEND of the children or young people that they support, in line with the Code of Practice (2014).

At Rydon we expect to:

- Ensure all pupils access high quality first teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Identify early a child or young person's lack of adequate progress and review their needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum
- Differentiate lessons to match the pupil's level of learning

- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Follow our anti-bullying policy

How Rydon enables pupils with special educational needs / disabilities to engage in the activities of the school (including physical activities) together with children who do not have SEND;

At Rydon we expect to:

- Carry out our duties under the Equality Act 2010
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Review Equality Information and Objectives (accessibility plans) regularly
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND. Rydon is all on one level with accessible facilities for wheelchair users, including a shower area and an area for intimate care. We also make every effort to ensure children with SEND are included in activities outside the classroom such as clubs and trips, including residentials.

Support that is available for improving the emotional, mental and social development of pupils with special educational needs

Social and Emotional development is an integral part of learning at Rydon and is also a key focus of assemblies.

In addition to this, some children will have either small group or one to one sessions working with a trained member of staff to further enhance emotional development.

We expect to:

- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Regularly review and evaluate the impact of SEND provision on the progress and attainment of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Provide a safe environment for children and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse
- Be aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs
- Be alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs

- Assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Ensure appropriate provision is in place, such as additional pastoral support for those pupils identified with social, emotional and mental health difficulties
- Have in place clear processes to support children and young people, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils
- Regularly review our SEND, anti-bullying and behaviour policies
- Establish processes to facilitate feedback from all pupils, including pupils with SEND, e.g. pupil voice
- Have pupil forums, school councils, pupil feedback processes in place as appropriate to the age of the children and young people
- Where appropriate seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development

How we support children and young people with special educational needs move between phases of education.

At Rydon we:

Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches. There are a range of transition arrangements in place for all children and additional ones can be implemented depending on individual need. When starting in reception, home and pre-school placement visits will be arranged. If appropriate additional visits can be made. When transferring across year groups children will meet their new teacher and teaching assistant (if applicable). Transition work could include “All About me” booklets and pupil passports.

When transferring to secondary school, our SENDCo will meet with SENDCos to share information and arrange meetings with the parents of children with SEND and extra visits to the new school for individuals or groups. An extra support programme is run by Teign School, called ‘Rising Stars’ to enable our more vulnerable children to have an extended transition.

We expect to:

- Make arrangements for providing children with SEN or disabilities, and their parents, with advice and information about matters relating to SEND
- Develop an appropriate person-centred planning approach to all transitions between schools or key stages; the pupil and family should be at the heart of the planning process.
- Begin transition planning as early as required
- Establish clear links with the receiving or feeder school or setting.
- Monitor the on-going transition process, building on previous assessments and reviews
- Carry out annual reviews through appropriate person-centred planning processes
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Ensure that planning and provision takes into account the pupil’s next phase of education or transition into adulthood and takes steps to prepare the pupil accordingly

How we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs.

Rydon ensures teachers and TAs are provided with on-going high quality CPD which is built into the annual training program. We have a specialist adult for Speech and Language and our pastoral team are also trained in Thrive, Emotional support and grief therapy.

We expect to:

- Regularly audit and review staff training needs and provide relevant training to develop whole school staffs understanding of SEND and strategies to support inclusion and high-quality teaching
- Use our best endeavours to secure the special educational provision called for by the child's or young person's needs.
- Provide staff with information about effective strategies to use within their class
- Adhere to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- The SENDCO has appropriate access to the SLT in order to input on whole school strategy with regard to SEND Provision
- Have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book / work scrutiny and pupil observations
- Understand the processes that govern access to external support services and agencies and access the training and support that we can offer our staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

Contacting Rydon's SEND co-ordinator (SENDCo)

Rachel O'Sullivan
School Telephone number: 01626 356420
sendco@rydonprimary.org.uk

Please do get in touch if you have any questions around support in place for your child, or if you are considering applying for a place for your child.

How we keep parents informed.

Parents are an integral part in ensuring their child is achieving well and happy in school.

The SENDCO reviews the SEND register on a termly basis and paperwork is shared with parents by class teachers.

Parents are also invited to make appointments with the class teacher or SENDCO to discuss provision and progress at other suitable times.

We expect to:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves

- Inform parents when we are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home.
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out annual reviews through a person-centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice, pupil forums and school councils.
- Encourage the active participation of the child and their parent / carer

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.

Please contact the Headteacher in the first instance.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

At Rydon we expect to:

- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Pay regard to the criteria and understand the processes for accessing additional funding and support through the EHC P and/or Early Help processes, including those services provided by Health and Social Care.

How parents can get more information about Rydon

- School SENDCo, Rachel O'Sullivan can be contacted on 01626 356420 or sendco@rydonprimary.org.uk

Information on where the local authority's local offer is published.

Rydon Primary School links to the Devon's local offer: www.devon.gov.uk/send