

RAYNVILLE ACADEMY

SEN information report

Adopted by Raynville Academy

November 2024

To be reviewed: November 2026

Executive Principal: Andrew Midgley

Head of School: Gina Balsdon

Vice Principal: Jay- Jay Jagger

SENCo: Hilary Smith

Governor for SEND: Louise Harrison

Pastoral and Inclusion Team (PIT): Adele Baranyi, Joanne Briscoe and Teresa McGrath

The kinds of Special Educational Need that are provided for:

At Raynville Academy we cater for children with communication and language difficulties, developmental delays, moderate learning difficulties, behavioural/social/emotional difficulties, moderate hearing/visual impairments, international new arrivals including pupils who are new to English or have English as a second language, children who have missed part of their schooling and children who move schools mid-year.

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Policies for identifying pupils with SEN and assessing their needs, including the name and contact number of the special educational needs coordinator

Pupils are monitored and discussed termly at pupil progress dialogues, where pupils with any additional needs are identified and further support provided in the school within the classroom. If the class teacher feels that in consultation with parents more help is needed, then they will consult with the SENCO. The pastoral team also meets regularly to discuss key children and any additional support they can access or provide. This follows the SEND Code of Practice approach of 'assess, plan, do and review'.

Our SENDCo is Mrs Hilary Smith and SEND issues can also be discussed with Mrs Adele Baranyi and any member of our Pastoral Team including, Mrs J Brisco and Mrs T McGrath (Safeguarding, Attendance and Family Support Leads for KS1 and KS2). Those with concerns or queries are advised to telephone the school on 0113 2579590.

Arrangements for consulting parents of children with SEN and involving them in their child's education.

Parents of children with additional needs will receive information about their child's progress in the form of a Pupil Learning Plan. We use the Edukey provision maps to record progress and provisions. Parent consultations are held twice per year and most SEND pupils' parents have ongoing dialogue with the SENDCo, class teacher and other members of the Pastoral team as and when concerns are raised. A written report on progress for each individual pupil is provided annually in July. In addition, parents of pupils with a written development plan (PLP) will be able to discuss this in the summer term.

Arrangements for consulting young people with SEN and involving them in their education

All SEND pupils are made aware of their individual targets and how to achieve them. Children receiving any additional academic support are consulted on the ways to accelerate their learning. Children have the opportunity to add their voice to the PLP before each consultation and are encouraged to come to parent consultations where they can be involved in any discussions.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.

Teachers use a variety of assessment tools in the classroom which gives them the opportunity to attribute key National Curriculum statements to pupils' work/learning frequently throughout the school day, thus improving the quantity and quality of assessment information available each half term for each pupil. Pupil progress dialogues focus on termly progress. Any further support needed is then provided. Parents will also be encouraged to help the child make progress by also supporting outside of school with reading handwriting and spelling activities etc. Some parents of children identified as having additional needs will also receive more support through targeted conversations and support from the pastoral team members who can also signpost where to go for extra help.

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Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

Transition to another setting is also supported as much as possible by contacting the admitting school to share support already given etc. For pupils being admitted to the academy, dialogue will also take place with the previous school to ensure continuity of care and approaches. Visitors to the academy from the 'world of work' are encouraged to enable children to be aspirational particularly during our successful 'world of work' weeks where a variety of professionals come into school to inspire the young people. Raynville Academy also works closely with all secondary schools and academies that pupils may transition to, arranging observations, visits, meetings and the transferring of information, where appropriate.

Support for children transitioning into Reception.

- Home visits.
- Stay and play sessions.
- Staff visits and meetings with previous settings and key worker.
- SENDCo and class teacher attend review meetings and meet with professionals.
- SEND meeting with parents/carers and class teacher.
- Transition books to take home.

Support for child transitioning between classes:

- Individual transition plans planned based on individual needs.
- SEND transition meetings to share key information, professional reports, PLPs.
- Home school transition books/social stories about new class where appropriate.

Support for children transitioning High Schools.

- Transition meeting held between SENDCO / class teachers and High School colleagues to ensure good understanding of needs and outcomes.
- Additional transition visits to high school.
- 'Talk about... high school' social intervention group.
- All SEND information is stored on CPOMS and this will be transferred to the next setting. Where a setting does not have CPOMS a hard copy will be sent. All will be undertaken in accordance with GDPR regulations.

The approach to teaching children and young people with SEN.

The approach to teaching children with SEND differs according to need. We have high expectations of what children can achieve and plan lessons and use resources to demonstrate this. We have a strong universal offer throughout the school which includes:

- *talk partners*
- *working walls with vocabulary to aid writing and understanding*
- *talk for writing,*
- *visual timetables.*
- *Collaborative working opportunities*
- *Same day interventions*
- *One to one marking time*
- *Access to tactile resources*
- *Laptops/clicker 8 machines*
- *Word mats*
- *Movement/sensory breaks when needed*

We use a varied range of teaching styles, differentiated materials (where required), additional in-class support, additional out-of-class support, zones of regulation, flexible groupings, use of the three R's, restorative practice techniques, mentoring and counselling and extra-curricular activities. There is assistive technology available for children who struggle such as clicker 8 machines and mirroring apps to enable all children to see the screens clearly.

How adaptations are made to the curriculum and the learning environment of pupils with SEN.

The curriculum is adapted to ensure that children are able to access learning at their level. Children with SEN may follow a different pathway from other children in class. Children with SEND receive additional support in core subjects in class with a teaching assistant as well as through planned interventions. The classroom environments change each term to engage the children actively in their learning.

Additional support that is available for pupils with SEN and expertise and training of staff

The SENDCo and the pastoral team works closely with other services when needed including MindMate support, the Bramley cluster support, Education Psychologists, Speech and Language therapist SENIT and the STARS team and the School Nurse.

INSET is delivered by the SENDCo, members of the leadership team, Academy Trust SEND Consultants or outside specialists and time is spent with individual staff when needed. Outreach support is used, and staff gain knowledge by visiting other settings. Staff attend regular courses throughout the year. Most members of staff in school have autism awareness training and TEAM TEACH training. All staff have up to date safeguarding training.

How children and young people with SEN are enabled to engage in activities available with children and young people in school who do not have SEN.

Children with SEND are offered the same opportunities as all other children and are actively encouraged to participate in after-school clubs, lunchtime clubs and any other school activities.

We endeavour to offer children with SEND access to a range of activities suitable to their needs through partnerships with external providers such as the West Schools Sports Partnership,

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providing a range of inclusive sport and creative activities. For any out of school trips, we complete risk assessments and provide additional staffing where necessary.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Children have regular PSHE/Citizenship lessons and activities. We also have assemblies and sessions led by other professionals such as MindMate and the well-being team at Elland Road. We have well-being ambassadors in school and play leaders on the yard each lunchtime to support children's play. We celebrate good attitudes and behaviour each week in assembly and have an active school council. The PIT team are available every day when concerns are raised, and lunchtime sessions are available in the community room in KS1 and The Green Palace in KS2 for children who are unable to cope on the yard or feel the need to talk.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.

We work closely with other agencies such as the Bramley cluster, MindMate, health, social services and some reading volunteers in order to support all children and their families. Via our pastoral team approach and innovative use of staff such as our Safeguarding leads, we are able to offer creative solutions to being inclusive and meeting the needs of the individual child.

Who can I contact for further information?

School contacts: 0113 257 9590

SENDCo – Mrs Smith

Pastoral and Inclusion Team (PIT): Mrs A Baranyi, Mrs J Briscoe and Mrs T McGrath

Other useful contacts

Leeds Local Offer - <https://leedslocaloffer.org.uk>

SENDIASS - (Leeds SEND Information Advice Support Service is free and accessible to all parents and carers of children with SEND) <https://familyinformation.leeds.gov.uk/sendiaass>

Helpline - 0113 378 5020 (Mon-Fri 10am to 3pm)

Mindmate neurodiversity hub - <https://www.mindmate.org.uk/nd/>

- a one-stop shop for neurodivergence information and support for all children, young people and families in Leeds. This is for those with and without formal diagnoses.

SEND navigators - The SEND Navigation Service is the first point of contact for parents and carers who are not sure who they need to support them, where to go for help or just want to ask a question about SEND support in Leeds. We support those who have children aged 4-11 with neurodiverse needs who do not currently have an Education Health Care Plan.

0113 827 5524 (dial extension 1105)

Autism help and advice - [STARS Autism support - Support for Parent Carers - Leeds \(starsteam.org.uk\)](https://starsteam.org.uk)

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