



# SEND AT RYEFIELD



## NURTURE PROVISION

- Family Support Team - staff members who actively support pupils and parents as part of their role
- HUB support for individual or group sessions linked to social communication, transition, or any other pupil centred difficulties
- Extra curricular provision to support aspects of mindset, exercise and self-care, including Change for Life club
- EHCP and SEMH pupils are included on the Safeguarding Vulnerable List, if appropriate. EHCP and SEN Support pupils are considered vulnerable and have regular touch base sessions with their class teachers
- Teaching staff continue to receive updates and training on areas supporting aspects of nurture - Building Emotional Regulation for example



## CURRICULUM & ENRICHMENT

- Kagan cooperative learning strategies are embedded into whole school teaching methods to facilitate an inclusive curriculum where everyone is engaged.
- SCERTS and Oracy strategies are used to engage all learners in the curriculum.
- Pupils with SEND have equal access to the curriculum appropriate to their level of challenge
- Pupils with SEND have equal access to all enrichment and extracurricular activities - such as Forest School, Well-Being Champions, Debate Mate etc
- Pupils with SEND take part in borough initiatives such as Panathlon Games which are specifically designed for SEND pupils
- Curriculum planning and non core exercise books are designed to minimise barriers to learning (developing Science books for example)

At Ryefield, we aspire to be an excellent school in every sense of the word. We strive to achieve excellence by providing a challenging, stimulating, caring environment where all children, including those with SEND, can be encouraged to develop to their full potential.



## IDENTIFYING PUPILS WITH SEND

Ryefield identifies pupils with SEND using the SEND Code of Practice guidelines. The 4 key areas are Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health Physical/ Sensory. Early identification of needs is key - using input from parents, teaching staff and outside agencies. Criteria for SEND is shared in the school SEND Policy and Information report - both available via the school website



## INTERVENTIONS

The primary area of need at Ryefield is Communication and Interaction. HUB interventions focus on 'speech and language needs' and 'social communication needs'. These are supported and guided by regular visits and staff training by the NHS Speech and Language Therapy team. Cognition and Learning interventions are managed by class teachers. These interventions are monitored by SLT during termly Pupil Progress meetings. EHCP pupils receive support bespoke to their needs.



## PROGRESS & MONITORING

Hub progress is tracked through pupil feedback, parent feedback, observations and Hub tracking. The SEND team regularly reviews the impact of Hub support and makes changes where appropriate. Academic progress is monitored via the APDR cycle with assessment arrangements including standardised testing such as PiXL. The SENCO is part of SLT meetings and Pupil Progress meetings to ensure monitoring and testing arrangements are inclusive.



## SUPPORT & TRAINING

The SENCO regularly liaises with SLT to ensure the available support is in place for the needs within the school. Staff training sessions linked to SEND occur at least termly. LBH SEND training opportunities are shared with staff via email, when received by the borough SEND Team. Staff SEND training is organised based on staff feedback of needs, gaps in knowledge or needs specific to the school. Parents are offered training to support their child's specific needs - Precision Teaching training for example.