SEND Information Report - 2026

Question 1 - Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCO) know as necessary.
- Writing Pupil Progress targets /Individual Support Plans (ISPs), based on the next learning steps for your child and identifying what Preparation for Adulthood Outcomes' your child needs to work on.
- Sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on school's provision map, this may involve in-class adaptions or specific interventions to help your child learn.
- Ensuring that the school's SEND Policy is followed in their classroom, and for all the pupils they teach with any SEND.

The SENDCO – Mrs S Wilson

Responsible for:

Developing and reviewing the school's SEND policy

Coordinating all the support for children with special educational needs or disabilities (SEND)

Ensuring that you are

i) involved in supporting your child's learning
ii) kept informed about the support your child is getting
iii) involved in reviewing how they are doing.

Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.

Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher – Mrs Price

Responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEND.

The Headteacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.

The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governors – Jane Rayson

Responsible for:

Making sure that the necessary support is given for any child who attends the school, who has SEND.

School contact telephone number: 0191 415 5050

Question 2 - What are the different types of support available for children with SEND in our school?

Range 1 – Quality First Teaching

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

That the teacher has the highest possible expectations for your child, and all pupils in their class.

That all teaching is built on what your child already knows, can do and can understand.

Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

Specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Range 2 - Specific group work

Class Teachers' may identify that your child needs a little more support so they would plan for intervention which may be:

Run in the classroom or a smaller room elsewhere in school.

Run by a teacher or a Teaching Assistant (TA).

This intervention may run for a half term or a short period of time and the impact of it would be evaluated by the Class Teacher. Class Teachers' meet with the SENDCO each term to review the progress children with SEN are making and they evaluate how successful interventions have been in ensuring that the children are making progress.

Within school, Range 2 interventions include academic groups such as; Read, Write, Inc reading and spelling and Maths catch up interventions. However, at Rickleton, we also recognise that children need intervention to support them with their Social, Emotional and Mental Health needs and their Communication and interaction needs and we run interventions such as Relax Kids, Lego Club, Sensory Regulation and Rainbow Club, which works on developing social and emotional skills.

Range 3 – Professional Support

Normally, a child will work through Range 1 and Range 2 interventions and if they don't make progress, we may need to refer them into an outside agency to receive some professional support. This means that the child has been identified by the SENDCO and class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional e.g . a Speech and Language Therapist or Educational Psychologist. This will help the school, and yourself, understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Range 4

Specified Individual Support

This type of support is available for children whose learning needs are, severe, complex and lifelong.

This is usually provided by an Education, Health and Care Plan (EHCP).

This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need)

- Outside agencies such as the Speech and Language therapy (SALT) Service For your child this would mean:

When applying for an EHCP, the school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long and short-term goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes, run small groups including your child or support your child on a 1:1 basis.

Question 3 - How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's Class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs Disabilities Coordinator (SENDCO).

The school SEND Governor can also be contacted for support.

Question 4 - How will the school let me know if they have any concerns about my child's learning in school?

If school is concerned that your child isn't making expected progress, the school will set up a meeting to discuss this with you in more detail and to:

Listen to any concerns you may have.

Plan any additional support your child may need.

Discuss with you any referrals to outside professionals to support your child's learning.

Question 5 - How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Sunderland LA, includes money for supporting children with SEND.

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of needs in the school.

The Headteacher and the SENDCO discuss all the information they have about SEND in the school, including:

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected

From this information they decide what resources, training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school, and is reviewed each term and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Question 6 - Who are the other people providing services to children with SEND in this school?

School provision

Teaching Assistants and Higher-Level Teaching Assistants (HLTA's), mainly supporting learning in the classroom with either individual children or small groups.

Teaching Assistants and HLTA's; leading learning outside of the classroom in an alternative room if this is necessary.

Local Authority Provision delivered in school:
Autism Outreach Service
Sensory Service for children with visual or hearing needs
Language and Learning Partnerships

Health Provision delivered in school:
SALT (Speech and Language Therapy)
Specific Language Impairment Therapy, input to provide a higher level of specialist service to the school.
School Nurse
CAMHS/ CYPS
Healthy Heads

Other Services:
Educational Psychology Service
Behaviour Intervention Team support at Nursery, KS1 and KS2

Question 7 - How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCO'S job is to support the Class teacher in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD).

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AOT) service, Specific Language Impairment, Dyslexia support etc.

Question 8 - How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Use of Assessment for Learning ensures targets are regularly reviewed.

Teaching Assistants, under the direction of the Class teacher, can adapt planning to support the needs of your child where necessary.
Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.

Question 9 - How will we measure the progress of your child in school?
Your child's progress will be continually monitored by his/her Class teacher.

His/her progress will be reviewed formally every term in reading, writing and maths. Children with SEN will be assessed using a series of different methods if they are working below their year group curriculum. PIVATS are also used to assess children's Social, Emotional and Mental Health and their Communication and Interaction if needed.

At the end of each key stage 2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do at the end of KS2 and are the results are published nationally.

Children identified as having SEN will have an Individual Support Plan (ISP) based on their next steps of learning. Targets will be set, which are designed to accelerate learning. Progress against these targets will be reviewed each term, evidence for attainment moderated with other staff, and a next steps plan written. A child's ISP will be shared with their parents every term, alongside Preparation for Adulthood Outcomes, which assesses children's skills of independence to prepare them for their future.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review, with all adults involved with the child's education.

The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in during the provision mapping meetings which will take place each term.

Regular book scrutinies and lesson observations will be carried out by the SENDCO, and other members of the Senior Leadership Team, to ensure that the needs of all children are met, and that the quality of teaching and learning is high.

Question 10 - What support do we have for you as a parent of a child with a SEND?

The Class teacher is regularly available to discuss your child's progress, or any concerns you may have, and to share information about what is working well at home and school, so similar strategies can be used.

The SENDCO is available to meet with you to discuss your child's progress or any concerns or worries you may have.

All information from outside professionals will be discussed with you or where this is not possible, you will receive a report.

Personal learning targets, ISP's will be reviewed with your involvement and you will also be asked to contribute to which 'Preparation for Adulthood Outcomes' your child works on.

Homework will be adjusted, as needed, to your child's individual requirements.

A home/school contact book can be used by class teachers if necessary to support communication with you.

Question 11 - How is Rickleton Primary School accessible to children with SEND?

The school is mainly compliant with DDA requirements.

The school is on one level with some adapted access including ramps.

The front desk has a wheel chair height section and hearing loop facility.

There is a disabled toilet, shower area and changing facilities.

All children are encouraged to have access to the full curriculum, with any appropriate adaptations made.

We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs, with any reasonable adaptations made.

Access to medical interventions will be supported on an individual basis, with an appropriate Care Plan and Risk Assessment audits and planning.

Extra-curricular activities are accessible for children with SEND.

Rickleton Plus (Before and after school provision) is accessible to all children including those with SEND.

Question 12 - How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Where possible, we will try to organise extra transition visits.

When moving classes in school:

- Information will be passed on to the new Class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
- ISPs and the 'Preparation for Adulthood' document will be shared with the new teacher.

- If your child would be helped by a book to support them understand moving on then it will be made for them, including photographs of the new adults leading learning, classroom, coat peg, etc.

In Year 6:

- The SENDCO will discuss the specific needs of your child with the SENDCO of their secondary school.

- Your child will complete focused learning about aspects of transition, to support their understanding of the changes ahead.

- Where possible your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.