

Inclusive Education

Special Educational Needs and Disabilities.

The School Information Report on our website gives up-to-date information regarding SEN.

Ryhope Infant School Academy is committed to continually reviewing policies, practices and procedures to ensure that 'Every Child Matters at Ryhope Infant School Academy' and any child with a disability will not be placed at a substantial disadvantage. The school has due regard to the principles for inclusion as set out in the Early Years Foundation Stage and the National Curriculum guidelines and works in partnership with parents and professionals to ensure the school is able to provide for their child's specific needs.

Ryhope Infant School Academy welcomes all children from within our community, ensuring that there is equality of opportunity regardless of need. Children demonstrate a rich and diverse range of strengths and needs and as a school we celebrate this diversity.

Children with special educational needs can benefit from additional support. This may be because they experience particular learning difficulties. Such pupils work on personalised learning programmes (IEP) within their classrooms wherever possible, but there can be occasions when individuals or small groups work in other areas of the school.

For a very small proportion of children the school may need to involve other specialist support, in a formal assessment of complex special educational needs. Parents and carers are always consulted before contact is made with such specialists and are involved at every step of the process that is aimed at meeting a child's specific need(s).

At Ryhope Infant School Academy we have a dedicated Inclusion Team. The class teacher is assigned responsibility for co-ordinating the required special educational needs in the classroom, in consultation with the special needs co-ordinator and Inclusion Team. We seek to work in Partnership with all stakeholders to meet individual pupil needs.

Children with SEN are supported through a variety of strategies:

- Consultation with parents and teacher
- Early identification of need
- Assigning individual adult support
- Matching specific need to an appropriate intervention programme
- Providing support to improve attitudes and dispositions towards learning through a Nurturing approach
- Involving other agencies where necessary
- Regular Reviews
- Monitoring progress and attainment

All procedures as set out in the SEN Code of Practice 2014 are followed.