

Rivendell Flying High Academy



SEND Information Report 2025-26

Written by: Heidi Ackroyd (SENCo)

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### **Aims of this report:**

At Rivendell Flying High Academy, we believe every child deserves the right support to thrive. This report explains how we help children with special educational needs and disabilities (SEND) in our school. It's here to give you clear, honest information about the support we offer, how we work with families, and how we make sure every child feels included, valued, and successful—both in school and beyond.

### **Our Curriculum Vision Statement**

*The vision for our children at Rivendell is to become kind and courageous citizens.*

*Our children will flourish in an ever-changing world, choosing their pathways and unlocking opportunities for their future.*

Rivendell Flying High Academy's vision statement is inclusive of all, including our children with special educational needs. We strive to provide our children with a high-quality education and experiences that support and develop the whole child. We are committed to providing opportunities that enable all children to achieve and experience success every day that will not only ensure they are secondary ready, but ready for life in what will be their modern-day Britain.



### **What kinds of special educational needs does the school make provision for?**

Rivendell Flying High Academy is a mainstream primary school which caters for children with a wide range of needs. This includes pupils with identified special educational needs and those who have a specific medical need or disability. Staff know our children, their background, their needs, achievements, social contexts and individual journeys and this enables a personalised approach to learning, stretching beyond the classroom. Special Educational Needs and Disabilities (SEND) and Inclusion at Rivendell Flying High are always a priority and bespoke provision is planned for and provided to ensure that the needs of all our children are met in line with the principles outlined in our SEND Policy.

## Meet the Rivendell Flying High Inclusion Team



**Mrs Heidi Ackroyd** is the **SENCo** in school. She has responsibility for co-ordinating the provision for all children in school who have Special Educational Needs and Disabilities. Additionally, she assists families with early help, advice and working with the Healthy Family Team and external agencies.



**Miss Hannah Tomkinson**, our KS1 Lead, works alongside Mrs Ackroyd and is responsible for **planning and overseeing the provision** for children with complex needs who have a **personalised and bespoke curriculum**.



**Miss Holly Dunford** is our **Senior Mental Health Lead**.



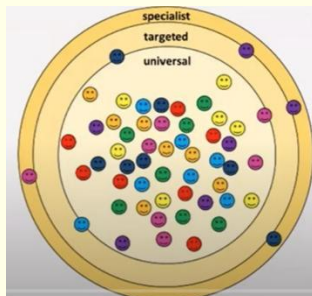
**Mrs Julie Worthington** is our Headteacher who **oversees the provision for children with SEND**.

## How do we identify children with SEND?

Some children will enter school with identified needs. However for others, their needs do not become fully apparent until they enter or progress through our school. Class teachers will make regular assessments of progress for all pupils and during this process will identify children whose progress and attainment is becoming a cause for concern. They will identify children who are working below the expected standard for their age across the four main areas of need.

This is through: • **Regular communication with parents/carers** • **Regular communication as a staff body** • **Transition meetings when a child is new to school** • **Pupil progress meetings** • **Data analysis** • **Learning walks** • **Book looks** • **Gathering child, staff and parent/carer voice**.

## The Graduated Response



We follow the graduated response approach by implementing the 'assess, plan, do, review' approach. This involves adapting high quality first teaching strategies, planning interventions and reviewing their impact and gathering further information to create a clearer picture of the child's needs.

Depending on the identified need, this could involve observations by the SENCo, outside agencies, completion of checklists or formal assessments.

# SEND | Inclusion

## School Graduated Approach



### Concerns are Identified

- Parental concerns
- Limited progress evidenced
- Previous setting
- Other professionals raise concerns
- Pupil progress meetings
- Staff concerns
- Child exhibits challenging behaviour
- Pupil struggles to access whole class learning

### Assess, plan, do, review 1

#### **Class teacher to follow the assess, plan, do, review cycle:**

Class teacher to monitor and assess the child

Use AFL to assess the broad area of need and teacher to make adaptations to learning (using the QFT document and curriculum adaptations and the toolkit)

If EAL, consult the Bell Foundation for strategies and ask parents about home language

Plan for and use appropriate scaffolds in lessons

Talk to the child and family about their needs and support

Inform the SEND team of the actions that you are taking

### Assess progress & effectiveness of the adaptations

Child is making good progress  
Behaviour/engagement improves

Child's progress/engagement/behaviour  
continues to be a cause for concern

#### **Class teacher to continue with assess, plan, do review 2/3**

Class teacher to complete a formal 'concern' form and child is added to MaC register

Class teacher to speak to parents (with SENDCo if needed)

Discussion with child around strategies in place and what works for them

Provision mapping used to plan appropriate intervention and/or support

SEND team to complete an observation to offer further strategies if required

Review the effectiveness of the provision.

Child is making expected progress  
and/or behaviour improves  
No longer a cause for concern  
(remove from MaC after 2 terms)

Limited or no  
progress seen  
towards targets.

Child is making some  
progress but further  
adaptation needed  
(max 2 terms)

Continue to monitor the child in  
class and adapt teaching and  
learning using appropriate  
scaffolds, HQFT strategies and  
curriculum adaptations

Child is entered on to the SEND register (parents informed)  
Teacher completes a SEND support plan based around primary  
area of need which is quality assured by the SENDCo  
Provision is reviewed and targets set with parents at least termly  
SENDCo to refer to outside agencies as appropriate

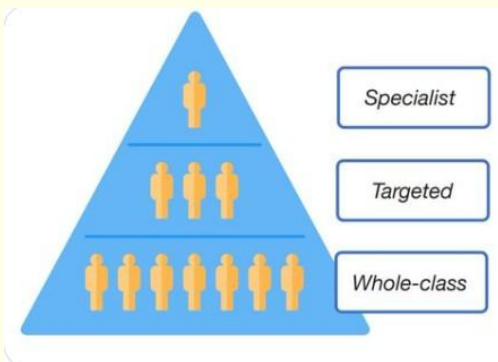
NB: A child's movement through the graduated approach may be escalated if needs are significant or if there is a sudden change.

## What is our approach to teaching children with SEND?

Teachers are responsible and accountable for the progress and development of all children in their class and therefore inclusive high-quality first teaching and learning for all children is our first step in responding to pupils who have SEND. This will be adapted for individual children to enable them to access the curriculum alongside their peers. We will make the following adaptations to ensure all children’s needs are met by:

- Scaffolding our daily provision to ensure that all children are supported to access the curriculum alongside their peers, for example, by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting our teaching, resources and staffing. All staff have a copy of and refer to a document entitled ‘High Quality First Teaching Adaptations for SEND’ which contains strategies to support children in the classroom under the four areas of need. There are also documents to support more specific adaptations in each of the individual subject areas.

## Our Three-Tiered approach to Support and Intervention



At Rivendell Flying High Academy, we use a tiered approach to support all children, including those with SEND. This means:

- **Universal (Whole Class)** – all children benefit from high-quality teaching in the classroom.
- **Targeted** – some children receive extra help in small groups or through targeted interventions.
- **Specialist** - A few children require more bespoke specialist support tailored to their individual needs.

This model is based on trusted research from the Education Endowment Foundation (EEF) and helps us make sure every child gets the right support at the right time.

## Additional Interventions and Support

Where it is identified that a child needs something additional, adaptations made in the classroom, we also provide the following interventions and support for the differing areas of needs:

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health</u>	<u>Sensory and Physical</u>
Clicker Spotlight Daily Readers Whole Word Reading Subject Specific Intervention (pre/post teach)	Social stories Now/Next boards Visual timetables SALT – external/internal Visual prompts Inclusive technology	ELSA Lego Therapy Reflection areas Emotion coaching trained adults Relational approaches Trauma and attachment informed strategies	Sensory breaks Sensory circuit Inclusive technology

## How We Adapt Our Curriculum and Environment for Children with SEND

At Rivendell Flying High Academy, we believe every child should be able to access learning in a way that works for them. As a mainstream school, we adapt our curriculum and environments to meet the needs of all learners, including those with SEND. This means using different teaching strategies, resources, and support to help children take part in lessons, feel included, and make progress alongside their peers. We make sure that every child feels safe, supported, and able to succeed. For children with the most complex needs, we work alongside external agencies to provide a more bespoke curriculum, and a personalised approach.

## Assessment and Reviews - How do we know that the support in place is working?



We evaluate the effectiveness of provision for children with SEND through:

- Reviewing children’s progress towards the outcomes on their pupil profiles
- Holding termly reviews with parents
- Reviewing the impact of interventions on a regular basis
- Listening to and capturing the child’s own voice and involving them in their reviews where appropriate
- Regular monitoring by SENCo by visiting children in classes, speaking to staff and children and looking through the children’s books
- Consulting with and taking feedback from outside agencies
- Holding annual reviews for pupils with EHC plans

For those children who it is not possible to track progress against the usual methods, we use appropriate small step tracking systems:

Cognition and Learning	Communication and Interaction	Social, Emotional, Mental Health
B Squared (Progression Steps) BLANKS questioning	B Squared (Autism Progress) AET Framework Speech and Language Link	Boxall Profile

## Education Health Care Plans (EHCP) – How are these reviewed at Rivendell?

At Rivendell Flying High Academy, we follow best practice guidance from the SEND Code of Practice to review children’s progress towards their EHCP targets. This ensures every child receives the right support to thrive. Here’s how we do it:

- We hold a formal Annual Review every year (or every 6 months for children under 5).
- We meet with parents, the child, and professionals to reflect on progress and plan next steps.
- We listen to the child’s views and the family’s experiences—your voice matters.

- We check if the support in place is still right and update the EHCP if needed.
- We set new short-term targets and agree how we'll work together to help your child achieve them.

This process helps us make sure every child with an EHCP is getting the right support to thrive—both now and in the future.

### **How do we work with parents and carers?**



When a child's progress in any aspect of their development becomes a cause for concern, we will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Everyone understands the agreed outcomes for the child and what the next steps are.

We will notify parents when it is decided that a pupil will receive SEND support and parents will receive a copy of the SEND support plan detailing their child's provision. This will formally outline the support the child is receiving and will include:

- The child's current assessments
- Their identified barriers and strategies to address these
- The child's own views
- A clear outline of the provision for the child and the intended and measurable outcomes.

Parents then continue to be included at every step of their child's journey through regular (at least termly) reviews of the support in place.

### **Working with our Children**

We believe that every child's voice matters. At Rivendell Flying High Academy, we make sure children with SEND are involved in their education by:

- Talking with them about what helps them learn best.
- Including them in planning their support and learning journey.
- Involving them in review meetings so they can share what's working and what's not.
- Listening carefully to their thoughts, feelings, and ideas—because they know themselves best.

This helps us build a learning experience that's right for each child and makes sure they feel heard, respected, and supported.

## **Inclusive Opportunities for All in the Wider Curriculum**

At Rivendell Flying High Academy, we believe every child should be able to take part in the full life of our school. Children with SEND are actively encouraged and supported to join in with everything we offer, including:

- Breakfast and after-school clubs run by external providers
- Lunchtime and after-school clubs led by school staff
- Specialist sports clubs and coaching
- Forest School sessions with our trained Forest School Teacher
- School trips, visits, and residential
- Musical instrument lessons
- Opportunities to represent the school in events like debate competitions or sports tournaments
- Achievement of the RSPB Wild Award (FS2) and the Join in Award (KS2) as part of our bespoke approach to Personal Development.



There are also opportunities for:

- School council and pupil voice groups
- Assemblies and performances
- Celebrations, themed days, and enrichment weeks
- Community events and charity fundraising

We make sure that any additional support needed is in place so that every child can take part, feel included, and enjoy the same exciting experiences as their peers.

## **Staff Training and Expertise**

At Rivendell Flying High Academy, we are committed to making sure all staff have the knowledge and skills they need to support children with SEND effectively. Our team takes part in regular training through in-house sessions, the National College, and specialist input from educational psychologists, external agencies, and the Flying High Partnership. This ongoing professional development helps us stay up to date with the latest research and best practice, so we can provide the right support for every child, every day.



## **Working with Support Services**

At Rivendell Flying High Academy, we know that supporting children with SEND is a team effort. That's why we work closely with a range of professionals and services to make sure every child—and their family—gets the help they need.

- We involve external specialists to better understand and meet each child's needs.
- We work with services that support families, offering guidance and practical help.
- We access expert advice to make sure our provision is the very best it can be.



With parental consent, we work with the following agencies to support our children and families:

- The SEND Inclusion Service
- Gedling Area Partnership (GAP)
- Educational Psychologists
- Visual and Hearing Impairment Teams
- Physical Disability Specialist Service (PDSS)
- Speech and Language Therapy (SaLT)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)
- Physiotherapy

These partnerships help us provide tailored support, build strong relationships with families, and ensure every child can thrive in school and beyond.

## **How do we support children who are moving between phases?**

Transitions—whether it's starting school, moving to a new class, or preparing for secondary school—can be a big step for any child, especially those with SEND. At Rivendell Flying High Academy, we know how important it is to get this right. We support all our children to have smooth transitions between settings whether they are entering our setting, moving to a new class within our school or leaving us for another school.

This happens in several ways:

- During the summer term, transition meetings are planned to ensure detailed transfer of the child's needs and that the children's support plans are passed on to the new class teacher. Parents may be invited to these meetings.

- Additional transition activities may be planned for children who need it. This may include additional visits, transition books or social stories to support them with the change involved in moving on.
- Transition for new EYFS children who have been identified prior to starting school in their Nursery or pre-school setting will be completed by the EYFS Lead with the SENCo's support.
- For children transitioning to a new setting (such as secondary school) we work closely with the destination school to ensure that a clear transition plan is in place.
- Working closely with families and outside agencies to build a smooth, supportive plan.

By preparing well and listening to each child's needs, we help make transitions a positive experience that sets them up for success.

### **How do we support children's wider development and well-being?**



We recognise that children's development and progress is not only measured by academic success and therefore provide support for pupils to improve their emotional and social development in the following ways:

- We have a school council and class councils in which all children are supported to have a voice.
- We have calm, quiet spaces and sensory resources which all children can access.
- We have a senior mental health first aider.
- Children with SEND can access all extra-curricular activities and participation is actively encouraged.
- Attendance monitoring and support provided, and the ATTEND framework is used
- We have a dedicated and trained ELSA (Emotional Literacy Support Assistant) to provide sessions and run a drop in nurture provision at unstructured times (eg: Lunchtime).

We also ensure that all members of our school community are treated with tolerance and respect. This is taught as part of our curriculum, PSHE focused lessons and through regular assemblies including our Protected Characteristics and Anti-Bullying assemblies.

### **Preventing Bullying at Rivendell Flying High Academy**

At Rivendell Flying High Academy, we have a zero-tolerance approach to bullying. We work hard to create a safe, respectful, and inclusive environment where every child feels valued and protected.

Our curriculum and assemblies include a strong focus on Protected Characteristics, helping children understand and celebrate differences. Through our bespoke personal development programme - **Learning to be a Rivendellian** - we teach children about their place in the world, how to respect others' views, and how to live out our school values: being respectful, intrepid, successful, and engaged.

We also provide many opportunities for pupil voice, so children feel heard and empowered to speak up. Our approach to behaviour is rooted in relationships, kindness, and mutual respect, helping us build a culture where bullying is not accepted and every child feels safe.

### **Supporting Looked After Children with SEND**

At Rivendell Flying High Academy, we recognise that children who are looked after and have special educational needs may face additional challenges. We are committed to providing the right support—both emotionally and academically—to help them thrive.

We work closely with carers, social workers, the Virtual School, and any other professionals involved to ensure that each child's needs are fully understood and met. Their support is carefully planned and regularly reviewed through their EHCP or support plan and Personal Education Plan (PEP), ensuring a joined-up approach.

Our SENCo, Mrs Ackroyd, is also our Designated Teacher for Looked After Children. As SENCo and Designated Teacher she:

- Coordinates support and provision tailored to the child's needs
- Ensures their voice is heard in planning and review meetings
- Monitors progress closely and respond quickly to any changes
- Provides a safe, nurturing environment where they feel valued and included

By working in partnership with families and professionals, we aim to give every looked after child with SEND the stability, support, and opportunities they need to succeed.

### **What if I am not happy with the support being provided?**

Any complaints about SEND provision in our school should be made to the SENCo or Headteacher in the first instance to seek a resolution. Parents will then be referred to the school's complaints policy on the school website if they feel that their complaint has not been addressed at this level.

### **Who can I contact for support?**

In Nottinghamshire, support for parents of children with SEND is available through 'Ask Us' (formerly known as parent partnership). They can be contacted on 0800 121 7772 or through the contact on their website [www.askusnotts.org.uk](http://www.askusnotts.org.uk).



The local authority produces their 'local offer' which enables parents to see the services which are available locally for children with SEND. Nottinghamshire's local offer can also be found by clicking on the link below:



### **Evaluating Our SEND Provision**

At Rivendell Flying High Academy, we regularly review and evaluate our SEND provision to make sure it's making a real difference for our children. We do this by:

- Tracking progress towards individual targets and EHCP outcomes
- Reviewing the impact of interventions and support strategies
- Listening to the views of children, parents, and staff
- Working with outside agencies to reflect on what's working and what could be improved
- Monitoring classroom practice and pupil engagement
- Holding regular review meetings and annual reviews for children with EHCPs
- Working in partnership with Flying High to provide quality assurance of provision.
- Work in partnership with outside agencies to ensure that the provision in place is right for the children in our school.

This helps us to continuously improve our provision, celebrate successes, and make sure every child with SEND is getting the support they need to thrive.