

Rivendell Flying High Academy
School SEND Information Report
2026-27



Thank you for taking the time to read our information report about our Special Educational Needs and Disabilities (SEND) provision within school. The report has been written in line with the SEND Code of Practice 2014.

School Context

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

Rivendell Flying High Academy is a mainstream primary school with an inclusive ethos. We want our children to become kind and courageous citizens, who will flourish in an ever-changing world. 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.

All schools are supported to be as inclusive as possible and support pupils with Special Educational Needs and/or Disabilities in mainstream settings wherever possible. We support children with the four main areas of need, which are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical

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 (SEN) 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.

The Inclusion Team

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

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

Miss Dunford is our Senior Mental Health Lead.

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

Mrs Evans is our ELSA, who helps children develop emotional literacy, cope with challenges, and improve social and academic outcomes through structured, supportive interventions.

How 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. We use a variety of ways to identify SEND, often more than one, including:

- Liaison with the previous school or setting
- Regular assessments, identifying those making less than expected progress, either by age or individual circumstance
- Concerns raised by parents
- Concerns raised by the class teacher/ other members of staff
- Using standardised assessments e.g. NTS
- Liaison with outside agencies e.g. Health, SEND Inclusion Service
- Pupil voice
- Learning walks and book looks

What can parents do if they have concerns about their child?

- Talk to the class teacher in the first instance
- Make an appointment with the SENCo by going to the school office or by phone on 0115 6489833

Rivendell Flying High 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.

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.

Adapting the Curriculum and Environment

High quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who have, or may have, a special educational need. Below are some approaches we might take. This list is not exhaustive and adaptations will be made in line with individual need. These adaptations allow children with SEND to fully participate in school life with their peers.

Examples of current curriculum adaptations include:

- Using dual coding (images alongside words) to support learning of vocabulary
- 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, reading instructions aloud, chunking tasks, providing written scaffolds or task planners.
- Providing pre-teaching opportunities to increase confidence and post-teaching to reinforce learning
- Allowing sufficient repetition to consolidate skills
- Providing sensory regulating resources
- Allowing work recorded in alternative formats
- Using a multi-sensory approach to give pupils the opportunity to learn in a way suited to their stage of development

All staff have a copy of and refer to a document entitled 'High Quality 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.

Additional Interventions and Support

Some children will require additional individual or group interventions to support development in their primary or secondary area of need. Below are some of the interventions we can offer children:

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
Shine Intervention Spotlight Daily Readers Whole Word Reading Subject Specific Intervention (pre/post teach)	Social stories Now/Next boards Visual timetables Speech & Language Visual prompts Inclusive technology Attention Autism Sensory Circuits	Meet and Greet Daily Reflections ELSA Lego Therapy Reflection areas Emotion coaching trained adults Relational approaches Trauma and attachment informed strategies	1:1 Physiotherapy Sensory breaks Sensory circuits Inclusive technology Shape Explorers Write from Start

Supporting Emotional and Social Development

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
- Children receive PSHE lessons as part of our curriculum in which issues of friendship, relationships and behaviour are explored through our 'Learning to be a Rivendellian' curriculum
- We ensure children tackle issues such as bullying, health and economic wellbeing in a whole class supportive framework.
- We have a qualified ELSA who runs not only ELSA interventions but other nurture groups and interventions. Teachers can refer children for ELSA should they feel they would benefit from that support.
- There is currently a lunchtime nurture group club for named pupils.
- Bullying is never accepted, and we recognise that those with a disability are more at risk of bullying. We teach children to accept and celebrate the differences between us so that bullying is not accepted by the whole community.

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.

Outside Agencies

As a school, we work closely with many services to support both our children and their families. The table below has further information regarding each service and what they offer. This list is non-exhaustive and we will refer to other agencies if appropriate.

Service	Further Information
Early Help	Parenting support. Support school with Team Around the Family meetings. Advice around safeguarding concerns. Parents or school can refer into the service.
Healthy Family Teams	Offering various packages of support around supporting the child's Social, Emotional and Mental Health. School refers into this service.
SEND Inclusion Service (SIS) – including Hearing and Vision teams	Work with children within school on the SEND register; offering support and advice. School refers through Springboard.
Educational Psychology Service	Support the development and wellbeing of children, primarily through providing advice and support to school staff and families. Referral by school through Springboard.
Physical Disability Specialist Service (PDSS)	To support school in safely meeting children's physical needs, e.g. by training staff on safe use of equipment. School referral.
Occupational Therapy, Physiotherapy, other Health teams	To support school with meeting children's physical and health needs. Referral through GP or other health agencies.
Gedling Area Partnership	Specialist teachers who can support school with children's SEMH and behaviour needs. School referral process.
Speech and Language Therapy	Speech and language therapists provide programmes to support children's developing speech and language. Parents or school can refer.

Please visit Nottinghamshire's local offer to see what is available across the local authority.

[Your Notts Directory - Find information and support in Nottingham and Nottinghamshire - Your Notts Directory](#)

Evaluating our effectiveness

We evaluate the effectiveness of provision for children with SEND in the following ways:

- Pupil progress is monitored on a termly basis in line with the SEND Code of Practice.
- Children who have been identified as having additional needs will have a SEND Support Plan. This document outlines the specific targets they are working on as well as the support they need

to achieve this. This document is constructed with your child, you and the class teacher at termly meetings. During these meetings we will review the progress your child has made towards their previous targets and set new targets for the term ahead.

- If a child has an EHCP, they will also have a SEND Support Plan. In addition to the termly review meetings, your child will also have an annual review where we will review their progress towards the targets as outlined in the EHCP. In addition to inviting your child, you, the class teacher and the SENCO, any other professionals who have worked with your child within the last academic year will be invited. 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 the 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

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
BSquared (Progression Steps) BLANKS level of questioning	BSquared (Autism Progress) AET Framework Speech & Language Link	Boxall Profile

How we support transitional arrangements for our children

We support all of 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 such as those with emotional needs or autism. 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.

Complaints

Wherever possible, we will work with families and children to plan provision available, in line with family wishes. However, if parents are ever concerned, they should first contact the class teacher.

Any complaints about SEN provision in our school should be made to the SENCo or Headteacher 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.