Rye College SEND Information Report

FROM SEPTEMBER 2026

Aquinas Church of England Education Trust

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V1	01/10/23	VCO	Template in new style

SEND Information Report

Statement of Intent

Rye College (the Academy) prides itself on being an inclusive community that supports and values all students. All stakeholders work together to make our school a happy, welcoming place where children, young people and adults can thrive, learn, and grow. A fundamental aspect of this is ensuring equality of opportunity for our children, including those who have specific, identified needs. There is a shared expectation that all students receive inclusive teaching to enable them to make the best possible progress.

This SEND Information Report follows The Special Educational Needs and Disability Regulations 2014 Schedule 1 Regulation 51. We adhere to the SEN Code of Practice 2014 and recognise the four primary areas of SEND:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional, mental health
4. Sensory and/or physical

The range of support deployed will be tailored to individual need, following thorough assessment by internal or external agencies. It is designed to promote students towards becoming independent and resilient learners and should not be seen in isolation.

This report has been co-produced with key stake holders, including students, parents/carers, colleagues, and Academy Advisory Council members.

Information and Guidance Who should I contact to discuss the concerns or needs of my child?	
Mentor **Class Teacher** **Email:** **office@ryecollege.co.uk**	Your child's mentor should always be the first point of contact if you wish to discuss your child's learning. Individual queries relating a particular subject area can be responded to by the staff member who is teaching the curriculum subject. Teaching staff are responsible for planning, assessing, and reviewing your child's learning and progress within the specific subject area(s). Teachers are responsible for: • Adapting and refining the curriculum to respond to strengths and needs of all students. Checking on the progress of your child and identifying, planning, and delivering any additional support. • Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. • Applying the Trust's SEND Policy.

Special Educational Needs Coordinator (SENDCo) / AHT for Inclusion:
Ms C Falder
 	
Email:
c.falder@ryecollege.co.uk
	If you have concerns about your child, in relation to SEND you may be directed to a member of the Inclusion Team.
	
	The AHT for Inclusion is responsible for:
	• Coordinating provision for students with SEND and developing the school's SEND policy.
	• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
	• Ensuring that parents of students with SEND are:
	  ○ Involved in supporting their child's learning and access
	  ○ Kept informed about the range and level of support offered to their child
	  ○ Included in reviewing how their child is doing
	  ○ Consulted about planning successful movement (transition) from primary to secondary or to a new school
	• Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties.

Head Teacher: **Mr. D. Downes** **office@ryecollege.co.uk**	The Head Teacher is responsible for: • The day-to-day management of all aspects of the school, including the provision made for students with SEND.
AAC member: **Ms. S. Dennison**	The AAC are responsible for: • Supporting the school to evaluate and develop quality and impact of provision for students with SEND across the school.

Assessment, Planning and Review
How can I find out about how well my child is doing?

All provisions are evaluated against targets identified at the start of the provision, examining the impact of the provision in helping the student overcome barriers to their progress. This impact may be viewed via data collected or student voice. This can include completing assessments at the beginning and end of the interventions to evaluate the impact of their support Teaching Assistants and other key staff monitor the support provided and review the provision in line with the targets set.

External agencies are expected to provide written feedback, or verbal feedback at review meetings, on the impact of the support they have supplied.

The progress of SEND students is reviewed by the Assistant Head for Inclusion and / or the Net Team as part of a 'plan, do and review cycle of support' after each assessment point (at the end of an agreed time scale for concluding the identified intervention or support strategy). The progress of SEND students towards the outcomes of specific provisions is reviewed every term.

Where a student has an Additional Needs Plan or and Education, Health and Care Plan we follow the 'assess→plan→do→review' cycle to achieve the desired outcomes.

Parental Consultation and Tracking
Parents/carers cite that review meetings are informative, they feel their opinions contribute toward colleagues understanding of the children in planning support for them, and the meetings are a useful part of this process. Also, the student's strengths being discussed in something they value.

Tracking data is provided to all families three times a year.

Tests and Examinations: Access Arrangements

For some students, additional arrangements and adjustments can be made to enable them to fully access a range of tests and examinations. This may include reading provision, use of a scribe, additional time, rest breaks and /or the use of a word processor.

There is strict guidance around the systems / procedures for securing an access arrangement which the school must adhere to. Only tests and assessors recognised by JCQ and authorised by the school can be accepted for access arrangements in public examinations.

The school reserves the right to use the expertise and judgement of staff within the school to inform their decisions about access testing eligibility. The Assistant Head for Inclusion will inform families and students, if they are eligible and request applications for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions)
How will teaching be adapted to meet the needs of my child?

The SEND Code of Practice states: "High quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEND."

Colleagues at Rye College are made aware that a student has SEND need via the SEND register, Arbor and through the circulation of personalised SEND support plans.

At Rye College the use of individual support plans alongside the SEND register enables all colleagues to be aware of the strategies available to support students with SEND needs in the classroom.

To support high quality teaching, colleagues are enrolled on a cycle of continuous professional development, including training and guidance from the Assistant Head for Inclusion, Deputy Headteacher(s) and relevant external agencies.

Think Reading Team
Rye College continued to implement a Reading Strategy in Key Stage 3/4 that aims to:

- Promote 'Reading for Pleasure' as an ethos across the school for all students.
- Increase students' access to increasingly sophisticated reading material and vocabulary banks.
- Identify, assess and intervene to support weak and less confident readers, or those with a low Reading Age, to ensure their Reading Age improves and matches with their actual age through the use of Reading Wise.
- Consideration will be given to an enhanced level of provision for learners with significant reading difficulties through the use of further assessments and support by the Think Reading Team.

Students with a high SEND profile e.g., EHCP or awaiting a diagnosis after assessment.

These identified students may receive support in class from a Teaching Assistant proportional to their level of need. Support may be given to several students in a lesson, helping teachers to manage classes of mixed ability and need. Their work is to support the students to make progress and develop their independent skills.

Within the Inclusion Team we have a Practitioner who works with students to strengthen their social, emotional and academic resilience within a mainstream setting. This may involve working individually with our highly vulnerable autistic students and / or students with a complex SEND profile. The focus of this work is to reduce barriers to attending mainstream secondary school and to enable students to independently apply taught strategies. There is a strong focus on enabling students to display positive behaviour within a school setting.

We have allocated staff members who support the development of reading, literacy and numeracy within school. As part of their remit, they arrange and manage small group and individual support sessions to develop specific skills. They assess the students to find their specific needs and target their intervention work to address these. They complete assessments at the beginning and end of their interventions to assess the students' progress. The Inclusion Team also support small groups of students in class where this is seen to be most effective.

As part of our SEND strategy, targeted adult provision can also be provided through individual and small group withdrawal sessions for bespoke programmes of support. As a first response, the school strives to keep students in class where they can be taught by a trained teacher.

Interventions
How will my child's access to learning be supported?

Access to learning and the curriculum

Access to learning support staff:

- The deployment of the Inclusion Team is driven by the level of need and follows a graduated response as set out within the SEND whole school provision map
- Allocation of targeted provision to help a student(s) develop their understanding of a knowledge goal as set out by the teacher leading the lesson
- Allocation of TA provision to support the modelling of key learning skills within a lesson(s) so students can build upon and extend their metacognition skills (i.e. have the tools to become independent learners)
- TA support is also directed towards the provision/specific interventions as set out within an EHCP

Strategies/programmes to support speech and language where appropriate:

- Access to a pre-teaching slot may be deployed to enable a student's understanding of curriculum terminology
- Shared dialogue to ensure that a student has understood the language structures within an essential question(s)
- TA support to facilitate progress against speech/language goals as outlined within an individual external agency report

Strategies to support/develop literacy including reading:

- Identification, assessment and intervention to support weak and less confident readers, or those with a low Reading Age, through the use of NGRT and Think Reading assessments.
- Targeted block of reading support as part of the Reading Wise provision and/or Think Reading strategy.
- Block of reading comprehension support.
- Block of support to strengthen a student's understanding and application of grammar.
- Supported and supervised 'quiet space' via Library. A place where students can develop their love of reading during break and lunch.

Strategies to support/develop numeracy:

- Direct adult support to help secure a mathematical gap(s) as part of a targeted intervention or in class support i.e., a focus on a number-based intervention.

Provision to facilitate/support access to the curriculum:

- Use of modelling, visual aids and repetition when teaching to support learners with working memory difficulties.

- Adjusting the type of questions and the complexity of the response required so student(s) are able to access the curriculum at an appropriate level.
- Coloured reading rulers, overlays and exercise books for students with a dyslexic profile
- Use of ICT as a recording system for learners with physical difficulties.
- Specific specialist equipment in PE for students with visual or physical difficulties.
- We offer support with homework via a homework club.

Strategies/support to develop independent learning:

- Access to visual aids so students can gain greater independence.
- Use of a coaching cycle i.e. student is shown by an adult how to apply a learning point or academic skill, opportunity is given to recall and rehearse this.

Pastoral Support

Strategies to support the development of students' social skills and enhance self-esteem:

- Allocation of support from the Inclusion Team, time and delivery of an SEMH programme of support within an individual and/or group setting.
- Allocation of support from the Inclusion Team, time and access to a social skills programme for a targeted block of time.
- Allocation of support from the Inclusion Team to access SEMH programmes as advocated by external agencies.
- SEMH check with a member of the Inclusion Team and use of language script to help students identify a barrier and a solution.
- Access to a mentor slot with a member of the Inclusion Team to ensure progress against specific target(s).

Strategies to reduce anxiety/promote emotional wellbeing (including communication with families):

- In the first instance email studenthub@ryecollege.co.uk for support.
- We offer a school counselling service, Place2Be, and its student drop-in service, Place2Talk.
- The Mental Health support team also work closely with the school to help improve outcomes for students.
- Referrals to and/or signposting to a variety of outside organisations including Dragonflies (bereavement), Young Carers, IRock etc

Strategies to support/modify behaviour:

- Analysis of behaviour data to identify patterns and trends.
- Shared dialogue within the school NET meeting to establish reasons for a behaviour response and an appropriate support strategy identified / implemented which takes account of a student's SEND profile.

Support/supervision at unstructured times of the day including personal care:

- Supported break time group for SEND/ vulnerable students, to help monitor and support their social interaction. This provision also provides the opportunity for students to check in with a member of the Inclusion Team.

Personal and medical care:

- Students with medical needs have an Individual Health Care Plan arranged.
- Toilet cards are not issued without medical evidence to support the need.

Planning, assessment, evaluation, and next steps:

- The overall aim of all provision is to help the student make progress at school.
- All programmes of support are evaluated against the targets identified at the start of the SEND provision and on completion of the 'additional to provision'. This impact may be established through the gathering of data, liaising with staff and giving consideration to student voice. A judgement is made as to what progress has been made in line with the targets set.
- External agencies are expected to provide written feedback, or verbal feedback at review meetings, on the impact of the support they have supplied.
- SEND documentation is adjusted to take account of the changing needs of a student.

Increasing accessibility - getting about

Access to strategies and programmes to support occupational and/or physiotherapy needs:

- Access to writing slopes is available whether there is an identified physical need.
- Use of natural movement breaks within a lesson (i.e. circulating resources) alongside fine motor exercises an in-class strategy as advocated by OT/CLASS.
- The use of touch-typing skills and a targeted block of support to provide a basis grounding within this area can be accessed where there is a persistent fine motor difficulty or relevant medical need.

Access to modified equipment and IT:

- Use of reading pens where there is an agreed access arrangement for reading provision when completing final exams (i.e. GSCEs).

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with several external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Sensory Support Team
- ISEND Teaching and Learning Provision
- Integrated Therapy Services
- CAMHS
- CLASS (Communication, Learning, Autism and Support Service)
- TASS (Team Around the School)
- Educational Psychology Service (for a limited case load)
- Speech and Language Therapy Services
- Targeted Youth Support
- Virtual School for Adopted/Look After Children
- School Nursing Team

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

Agency	Description of Support
School may refer as required and implement recommendations following specialist assessment	
• Educational Psychology Service	Assesses cognitive abilities and provides

Our attached Educational Psychologist is currently: Emma McQuillan	advice to school and parents. Provides assessment for students with additional needs where there is a significant and persistent barrier to learning. *The application of this provision is driven by a needs based model of allocation.*
ISEND Teaching and Learning Provision	School can refer to TLP, if they have diagnosed medical conditions (including mental health) that prevent them being able to access main stream provision.
Sensory Support Service	Offers advice and strategies to support students to assist with a visual/hearing impairment.
CLASS (Communication, Learning, Autism and Support Service) TASS (Team Around the School)	School may refer as required and implement recommendations as advocated by CLASS and TASS.
Speech and Language Therapy School Nurse Occupational/physiotherapy Paediatric Services CAMHS (Child and Adolescent Mental Health Service)	We may seek advice from the Children's Integrated Therapy Service for Speech Language, Occupational Therapy or school nurse input via a phone consultation with Therapy One Point (Top). On some occasions, it may be appropriate to complete an online referral to gather specialist advice. Parental consent is sought when this action is needed and consideration given to recommendations from these services by the school. CAMHS is the allocated pathway for identifying a mental health need. It is also the pathway for assessing ADHD and ASC (also identified as ASD).
Educational Professional responsible for children who are looked after or have been adopted from care.	Oversees and monitors provision for children who are in the care of the Local Authority: The Headteacher for the Virtual School is: Mandy Lewis csvirtual.school@eastsussex.gov.uk Tel: 01323 464 630

Transition
How will the school help my child move to a new year group or to a different school?

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

Secondary to 6th form Transition - we will contact the 6th form SENDCo and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible.

When moving classes in school – This will be discussed as part of your child's provision as necessary.

Primary to Secondary Transition - The SENCO and/or Inclusion team will liaise with the primary school to discuss specific need of your child and the nature and level of support which has had the most impact.

In some cases, additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise
How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered:

- Strategies for support students with a physical barrier within the classroom i.e. students experiencing a level of deafness.
- The use of visuals to support students within auditory processing/working memory difficulties
- Strategies for supporting learners with complex needs through adaptive teaching.
- The use solution focused strategies to help students develop greater self-awareness and SEMH resilience.

Our Assistant Head for Inclusion actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for students who have the most complex needs.

We also have staff with qualifications and/or specialised expertise in school including:

The Deputy Headteacher, Miss Carpenter, is our Designated Safeguarding Lead. She has a wealth of experience in the education sector including acting as a SENDCo at a large East Sussex secondary school.

Miss Carpenter is the strategic lead for the NET team which enables a holistic overview of a student i.e., a clear understanding of their SEND, attendance, SEMH and safeguarding needs.

Our Assistant Head for Inclusion, Ms Falder, has specialist knowledge of supporting learners with a neuro diverse profile and has also experience of working with students who may need additional pastoral support.

The college has a small team of SEND Practitioners who are trained to deliver Inclusive provision for SEMH, literacy and numeracy needs.

The College also employs dedicated full-time staff who support with both pastoral and attendance across all years.

Rye College will also draw on the Trust's expertise in SEND support, for additional support, advice and training.

FURTHER INFORMATION about support and services for students and their families:

- The DfE Code of Practice

Complaints

All complaints regarding the Academy's SEND provision should be made in accordance with the Academy's complaints policy which is available on the Academy's website. All stage 1 'informal' complaints of a SEND nature should be made to the SENDCo.

The Academy processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR). The academy complies with the requirements of the GDPR as detailed in the Trust data protection Policy.

All colleagues are aware of the principles of data protection and will not processes personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.