



## SEND Information Report

Reviewed & Updated	July 2024
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#### **What types of SEND do we provide for?**

At Ridgmont Lower School we have provision for a range of children with differing needs; these include:

- Children experiencing academic learning difficulties
- Children with ADHD, Autism
- Children with a range of medical conditions
- Children with physical and sensory disabilities
- Children with social and emotional issues including mental health issues and behavioural difficulties.

#### **How do we identify and assess pupils with SEN?**

We identify pupils with SEND through whole school monitoring and class observations. Where a concern is raised, the class teacher will liaise with the SENDCo who will seek advice from other professionals, for example an educational psychologist or Early Years SEND Support Services, if necessary. In addition, we investigate any concerns raised by parents.

#### **Who is our special educational and disability needs co-ordinator (SENDCo) and how can they be contacted?**

The SENDCo is Ms Jane Stringall. She can be contacted by ringing the school 01525 280236 or e-mail [jstringall@ridgmont-lower.org.uk](mailto:jstringall@ridgmont-lower.org.uk)

#### **What is our approach to teaching pupils with SEND?**

Our approach to teaching pupils with SEND has been very much our approach to teaching our mainstream children. We have high aspirations for all our children, including those with SEND and adapt the curriculum according to their needs. Individual education plans, individual behaviour plans, care plans and risk assessments are put into place as needed. Some children only require one of these actions to be put in place whilst other children may need more support.

#### **What steps we have taken to prevent disabled pupils from being treated less favourably than other pupils**

The leadership of the school gives great emphasis to inclusion and this permeates all pastoral, academic and social aspects of school life. All members of the school work together ensure that issues arising due to SEND barriers are addressed with the aim of preventing any form of discrimination. This is discussed at weekly staff meetings to ensure that it is a continued focus.

### **How do we adapt the curriculum and learning environment?**

We have the expectation that all children will participate in all curriculum areas and activities, both statutory and non-statutory. This will sometimes mean that we have to make adaptations to how the curriculum is delivered, for example by providing physical resources for some children, providing personal spaces for others, supporting the children through very structured teaching or by delivering specific interventions. All the children work in small groups and some children have 1:1 support either with a class teacher or teaching assistant as necessary to support their additional needs.

### **How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?**

At Ridgmont Lower School we enable pupils with SEND to engage in activities with pupils who don't have SEND by making sure that our school ethos of inclusivity and working together for success has never been undermined. There is no segregation made by the school and we encourage children with SEND to interact with those who don't have SEND in the classroom by working in mixed ability groups where appropriate and at playtime where we ensure that SEND children are not excluded from games.

### **How do we consult parents of pupils with SEN and involve them in their child's education?**

We consult both informally and formally with parents. Where a child's needs require interventions to be escalated, meetings become more formal and may involve people from other agencies. In this way professionals and parents work in partnership to address the needs of the child. By following the graduated approach of assessment, plan do and review, meetings occur at regular intervals. Meetings are minuted and parents' views are recorded on Individual Education Plans (IEPs) so that all parties can agree a way forward and act in the best interests of the child.

### **How do we consult pupils with SEND and involve them in their education?**

Where it is possible to seek out the views of the child with SEND, we do this through informal meetings with the child where we discuss how we can adapt the curriculum to help them learn and where appropriate, the child's views are recorded on the IEPs. Where speech and language are a problem, we use other professionals and parents to help us obtain the views of pupils, so that we can make informed judgments.

### **How do we assess and review pupils' progress towards their outcomes?**

We review pupil progress towards their outcomes on a termly basis using teacher observation, formal testing where possible as well as discussions with the child and/or parent/carer. We look at how well the pupil has performed against National Expectations as well as specific success criteria for the individual pupils based upon their needs. Some meetings will involve the class teacher reviewing progress with parents; while others involve the SENDCo and outside agencies to help identify the progress each SEND pupil is making. All meetings involve parents and where possible, the young people concerned in the process.

### **How do we support pupils moving between different phases of education?**

For children moving within school to a new year group or to a new phase, pupils with SEND are supported by teachers ensuring accurate records are passed on to the next teacher. Teachers have transition meetings, where they discuss issues such as the child's interests, their preferred learning style, their strengths and areas for development. The teachers share previous support plans and discuss what provision has been the most effective for the pupil concerned. Where pupils with SEND are moving on to middle school, our school SENDCo liaises with the SENDCO at the middle schools so that they can begin to build a picture of the pupil concerned. They also work together to provide individual transition plans so that pupils can be introduced in structured ways to their new school environment and teacher. This involves additional visits to their new school and gives both the teacher and the pupil some considerable time to build positive relationships, which will enhance learning later on.

### **How do we support pupils preparing for adulthood?**

We are a lower school and adulthood is still a long way off for our children. However, we prepare the ground to be built upon for our SEND pupils in very much the way we prepare our non-SEND children. We prepare them through our PSHE curriculum and our behaviour management ethos, as seen in our policy, which teaches that we all have to abide by rules and regulations and to be aware of our responsibilities. We ensure all children are encouraged to be ambitious, to be the best they can be, by holding celebratory assemblies, rewarding children for their efforts. Through liaising with parents and rewarding children for attendance and punctuality, we emphasise that these things are crucial for adult life and that good practices started at an early age are key to success. Most importantly, in preparing both our SEND and non-SEND children for adulthood, we teach them through the formal and the hidden curriculum, that as individuals they are all valued and respected. This leads to our children being very supportive of each other, recognising and valuing each other's strengths.

### **How do we support pupils with SEND to improve their emotional and social development?**

All staff treat the children with respect and a calmness that helps them understand they are being listened to. For some children, where their needs are more demanding, we seek specialist support and advice, in consultation with the parents, from outside agencies.

### **What expertise and training do our staff have to support pupils with SEND?**

Last year the SENDCo completed the ELKLAN Speech and Language Support course aimed at 5-11 year olds and delivered training based on this course to the rest of the school staff. Communication has continued to be a focus as we put this training into practise. All school staff have had specific training from the ASD support team and some staff have had additional training in this area. The SENDCo has attended dyslexia training.

### **How will we secure specialist expertise?**

The SENDCo works closely with the SEND advisor and attends meeting with other SENDCos and other professionals. This ensures we keep up to date and can draw on the collective expertise of the SENDCos and SENDAT in our Learning Community. In order to maintain specialist support, each year the school allocates an amount of money to staff training in the form of continuing professional development. In addition to this, we also allocate a budget for SEND, which allows for planned resources to be bought in as necessary.

### **How will we secure equipment and facilities to support pupils with SEND?**

From the school SEND budget allocation the SENDCo identifies any support and equipment that is required. Human resources are budgeted and allocated by the Head Teacher and they are planned to ensure all children are supported effectively. Any physical resources that are required for a particular child are acquired as far as possible and as soon as possible, when a particular need is identified. Funding for additional staff in the form of teaching assistants or special needs teachers comes out of the school's main budget with some additional funding provided for those children with special educational needs.

### **How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?**

At Ridgmont Lower School we work effectively with other agencies. We may seek advice and support from other agencies such as the school health service, speech and language, occupational health and CAMHS so that children with SEND have their additional needs met. We also liaise with the local authority to obtain additional funding for those children who have specific needs. We currently have one child for whom additional funding has been approved.

### **How do we evaluate the effectiveness of our SEND provision?**

We use pupil outcomes and progress: whether the child has met their personal targets and/or national expectations, to evaluate the effectiveness of our SEND provision is pupil outcomes. In addition, we evaluate our provision through listening to pupil and parental feedback.

### **How do we handle complaints from parents of children with SEND about provision made at the school?**

Any complaint is taken seriously; we understand all parents/carers want the very best for their child. The school complaints policy is available on our website; on the home page, go to *Key Information*, then *Policies*. However, the first step is always come in to school and speak to the relevant member of staff. Usually, we are able to deal with complaints informally, but all are logged. Who can young people and parents contact if they have concerns? All of our children know that they can talk to any member of staff about their concerns. If a parent has a concern, they should speak to the class teacher or the SENDCo in the first instance.

## **What support services are available to parents?**

The Central Bedfordshire Local Offer provides details of the SEND services that they provide:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

SNAP parent carer forum: <http://www.snappcf.org.uk/>

Autism Bedfordshire provides information, guidance and support for children with autism (whether formally diagnosed or not) and their parents: <https://www.autismbedfordshire.net/>

The Child Development Centre provides services to children with developmental needs and disabilities living in North and Mid Bedfordshire:

<https://www.cambscommunityservices.nhs.uk/bedfordshire/cdc>

Independent Provider of Special Education Advice (IPSEA) offers free and independent legally based information, advice and support: <https://www.ipsea.org.uk/>

The National Autistic Society Website (<https://www.autism.org.uk/> ) and the ADHD Foundation website (<https://www.adhdfoundation.org.uk/> ) provide some useful information about autism, ADHD and related conditions.

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