



SEND Information Report
2024-2025

School Name	Ringway Primary School
Type of school	Mainstream Primary School (4-11 years old) with Community Powers Nursery offering provision for children from 2 years old.
SENDCo contact details	Mrs Kaye Smith 01670 813463 kaye.smith@guidepostringway.northumberland.sch.uk
Northumberland Local Authority Offer	For further information on the Northumberland Local Offer for SEND see: https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx
Admission Arrangements	We are a fully inclusive school, where children with special needs and disabilities are very welcome. Following assessment and discussion with parents/carers, we will review any special requirements or building adaptation if necessary. We will liaise closely with the Local Authority where necessary.
Accessibility	One storey building with Reception classroom in mobile classroom. Main school and EYFS building are wheel chair accessible. Disabled toilet in EY building Shower available in Nursery classroom
Core Offer	All teachers and teaching assistants within school have relevant experience and expertise to identify children who may require additional support. All children, including children with SEND, receive quality first teaching. Staff work closely with parents to identify children's individual needs and then provide interventions/support as quickly as possible. Individual children's needs and support is then

	<p>reviewed regularly with staff, parents, children and other professionals.</p> <p>A wide range of teaching strategies are employed at Ringway to ensure that all children make at least good progress from their individual starting points. These include:</p> <ul style="list-style-type: none"> • Pupil reviewing their work and progress throughout lessons so that feedback is timely, focused and acted upon in a way that supports at least good progress. • Systematic phonics is taught from Reception to Year 2 using Read, Write Inc. Further phonic interventions will be provided beyond Year 2 for any child who is not yet secure. • Maths teaching follows White Rose Maths scheme of work. If additional support is required, further Maths interventions are carried out in 1:1 or small group sessions. Interventions include Breaking Barriers and Toe by Toe. • Visual aids are displayed in every classroom to support Literacy, Maths, British values and other curriculum areas. Individual resources are available for children as appropriate. • Teaching assistants are used in every class to support teaching and learning. • We provide individual feedback to children on how to improve their work and provide opportunities for them to self-correct or annotate their work. • We have a nurturing ethos which ensures all children feel safe and secure. We have a Pastoral Team in school, who support children with their emotional wellbeing. • Monitoring and review of attendance with parents which ensure good attendance of all pupils. • Ensure effective liaison with outside provisions • We have a specialist Speech and Language Teaching Assistant who works in our school one morning every week to support children with communication difficulties.
Policies	<p>School policies are reviewed annually and are available on the school website. Policies available include:</p> <ul style="list-style-type: none"> • SEND • Safeguarding • Behaviour • Equality and diversity <p>School are aware and familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010</p>
Range of Provision	<p>Our emphasis is to identify individual children's needs quickly and have conversations with families as soon as possible to provide early interventions support. Initially, this support is provided by school staff with the relevant training and expertise. Further specialist advice is requested when necessary.</p>

How will we measure the progress of your child

Proven effective relationships with a wide range of support services which include School Health, Early Help, Sensory Support, Educational Psychologist, Literacy Support, speech, language and communication and behaviour support teams.

Regular planned meetings between staff and stakeholders support pupil progress and outcomes.

The effectiveness of interventions and provision is monitored through:

- Discussions with staff and pupils
- Observations of behaviour and attitudes to school work
- Evidence of pupil progress in books

Children are regularly assessed and their progress is tracked not only against interventions but also as part of the whole class. If after a review of a specific intervention, it is felt to be ineffective and sufficient progress has not been made, this is reviewed and alternatives looked at.

Your child's progress is continually monitored by their class teacher.

Their progress is reviewed formally to inform our assessment tracking.

At the end of each Key Stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATs). Children in Year 1 will complete the Phonics Screening and in Year 4, children will undertake a Multiplication Check. The Government requires all schools to do this and the results are published nationally.

Progress in interventions will be reviewed each term.

The progress of children with an EHCP is formally reviewed annually at an Annual Review Meeting, where the family and all professionals involved with the child's education will be invited to attend.

Specialist Facilities/Equipment to support SEND

- We have an accessible disabled toilet in the Early Years classroom
- Meeting room available within school for meetings with parents and professionals
- Specific resources and strategies will be used to support children either individually or in groups.

The Graduated Approach

If school, parents or another professional expresses a concern that your child is facing challenges with their learning and is not making the progress that we expect, there are a number of stages that we will follow – this is called the Graduated Response.

First/Initial Concerns

This is when someone initially expresses a concern that your child is potentially facing challenges with learning and their progress is slower than would be expected. We will record this to help monitor children's progress. Anyone, including yourself or your child, can express a concern. At this stage, school will contact you to let you know, and discuss how they are going to help your child. Once a plan is agreed to help your child, two cycles of assess, plan, do, review (APDR) will take place, likely to be one term each. For many children, the plans will have a good impact and any barriers to learning will be addressed using these early and low level interventions. They might include small group work within the classroom which targets literacy or numeracy, or a programme developing social skills or language. If, following two cycles, progress has not been as hoped, this will be discussed with you again. School may recommend that more interventions are needed, and at that point they may think that the next stage of support would be beneficial. This will mean that your child will be placed on the school's SEN register. You will be told about this.

SEN Support – Pupil Passport

At the early stages of SEN Support, you may be invited to complete a pupil profile/passport with your child's class teacher and your child. This is a way of the school recording your child's strengths and barriers to learning, and planning and communicating the support and provision necessary. This document will be used to ensure everyone working with your child knows how best to support them. Following two cycles of this profile/passport, if it is agreed at the review that progress is still not in line with what is expected, then your child should move onto:

SEN Support - SEN Support Plan

At this stage, a more structured and detailed plan should be made which allows the needs of your child to be set out clearly. Your views, and theirs, will be taken into account and there should be clear, measurable outcomes. Support at this stage may continue to come from within the school, but we also might make referrals to outside specialists. This may include some individual support for learning, and more specialist interventions

recommended by a suitably qualified person. People who might be involved at this stage are Educational Psychologists, Specialist Teachers from the SEND Support Services, Speech and Language Therapists, Occupational Therapists, Physiotherapists etc. The plan would run for at least two cycles, with a review process after each cycle involving all concerned. If it is decided by all involved that sufficient progress is not being made, and the gap between the child and their peers is widening, it may be that everyone concerned feels that a multiagency assessment of need is required.

Consideration of Statutory Assessment (COSA)

A COSA request is asking the Local Authority to determine whether there is evidence that the level of special educational need is over and above what a mainstream school is expected to meet from within their own resources. The request is made via a 'COSA form' which collects information around what difficulties your child is experiencing, how school has been supporting them and what impact the support has had. There is also a parent/carer form which you can complete at this stage to share any information about your child that you feel is important. COSA forms are sent to the SEN Team at Northumberland County Council and go before a SEND Commissioning Panel. The Panel is made up of head teachers / senior school leaders, representatives from health and social care and other professionals such as educational psychologists and specialist advisory teachers. The Panel scrutinises all applications to ensure that decisions around the provision of additional resources are allocated according to level of individual need and are fair and consistent across the County.

Multi-agency Education Health and Care Needs Assessment

Once the decision to carry out a statutory assessment has been made by the Panel, everyone in education, health and social care who is working with your child will be asked to submit a written report to the Local Authority. An educational psychologist will also meet with the school/setting, yourself and your child to write their statutory advice for the assessment. Sometimes the professionals working with your child might need to see them again and you may be asked to attend extra appointments. You will have an opportunity to provide your advice as well and will be provided with a form to fill in to share what is working well for your child and what help and support you feel your child needs. Once all the reports have been sent to the Local Authority, the SEN Case Worker will look at all the advice received and will draft a Proposed Support Plan. The Proposed Support Plan and all the written advice that the Local Authority received will then

	<p>go to the SEND Commissioning Panel (as described earlier). The Panel will decide whether the assessment of your child's needs has shown the level of need is over and above that which can be met from within school resources and whether an Education Health and Care Plan (EHC Plan) is required. The EHCP will detail what level of support is required to best meet your child's needs. The Panel may decide that your child's needs can be met from resources available within school and recommend that your child continues to be supported at SEN Support.</p> <p>For more information about the Graduated Approach, please visit:</p> <p>https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Education-Schools.aspx</p>
<p>Input from specialist support services.</p>	<p>To access support from specialist services, school will liaise with parents to make referrals to any appropriate services.</p> <p>These services could include:</p> <ul style="list-style-type: none"> • NHS Speech and Language Therapists • Early Help • School Health • Primary Mental Health • Be You team • Northumberland Inclusive Education Services: <ul style="list-style-type: none"> ○ Psychological Services ○ Emotional Wellbeing and Behaviour Support Services ○ Autism Support Services ○ Speech and Language and Communication Service ○ Literacy Support Service ○ English as an Additional Language ○ Sensory Support Service ○ Portage Service • CYPS <p>Children's services provide support for social welfare including access to social workers and family support workers. Social workers are often invited into school to attend Team Around the Family (TAF) meetings alongside other professionals so that the relevant support can be directed when needed.</p>
<p>Inclusion</p>	<p>All children have inclusion access to all activities and educational visits.</p> <p>Lessons are as inclusive as possible with adjustments made on a needs basis.</p>

	<p>Teachers are responsible for the learning and progress for all children in their class, regardless of need.</p> <p>Children are only withdrawn from whole class activities when it is in their best interest to do so.</p> <p>All of our children are used to working in a variety of differentiated groups, depending on the subject and need.</p>
<p>Parental Support/Involvement/Engagement</p>	<p>Welcome meeting from Nursery to Reception</p> <p>If parents raise a concern or have a query, we aim to respond very quickly. We either contact families via a telephone call or by setting up a meeting.</p> <p>From this point, we work closely with the family to discuss and work towards a resolution.</p> <p>If you continue to be concerned that your child is not making progress, you may speak to the Special Educational Needs Coordinator (SENCo) Mrs Kaye Smith who can be contacted on 01670 813463 or through admin@guidepostringway.northumberland.sch.uk</p> <p>The School SEND Governor can also be contacted through school.</p> <p>Intervention Plans are individual, or group based depending on need.</p> <p>Formal Parent's Evenings are held during the Autumn and Spring Term. During the Summer term, a written report is provided with the opportunity to meet with the class teacher if required.</p> <p>Class Dojo and ParentPay are used to support communication between home and school.</p> <p>Class Dojo, Facebook, school website and ParentPay keeps parents up to date with what is happening in school.</p> <p>Curriculum sheets are shared half termly, outlining the learning specific to that half term.</p> <p>An open door policy supports both formal and informal communications between ourselves and families.</p> <p>SEND reviews are held at least 3 times per year, usually with school staff, parents and any other professionals that are involved with the child.</p>

	<p>Ringway Primary School is an active participant in the Bedlington Hub which is a cluster partnership of schools and external agencies. Regular meetings are held to discuss and allocate resources that support SEND in schools.</p> <p>Medical Care Plans also support individual children and are constructed with parents and medical professional's advice.</p>
<p>How will school prepare children with SEND to join their next setting?</p>	<p>When your child joins Ringway, we will always communicate with any settings your child has attended previously and ensure appropriate information is shared.</p> <p>We have a strong and successful transition between EYFS and KS1</p> <p>For those children who go to Secondary Education at the end of Year 6, we work closely with the receiving school. Typically this involves opportunities for Secondary staff to visit children in their Primary school, visits to their new setting and transition projects carried out in school.</p> <p>Additional visits are offered to those children who may find the transition difficult.</p> <p>For the children in Year 6, the SENCo will meet with the SENCo from the receiving school to help with transition preparations.</p>
<p>Completed by:</p>	<p>Lisa Robson and Kaye Smith</p>
<p>Date completed:</p>	<p>September 2024</p>
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