

Ribby-with-Wrea Endowed Primary School

SEND Information Report

Reviewed July 2025

SENDCO: Miss Sarah Hargreaves
Headteacher: Mrs Sarah Robson
SEND Governor: Mrs Kristine Murray
Chair of Governors: Mrs Nadia Hunt
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As of September 2014 all schools must annually publish a SEND Information Report. This is linked to the local authorities Local Offer and gives information about what the school offers all pupils, especially those with Special Educational Needs or Disability. Lancashire's Local Offer is available at www.lancashire.gov.uk/SEND
Our school offer is available on our website.

Mission Statement

To encourage all children to develop as confident lifelong learners, to be curious about the world around them and to achieve their full potential within our safe and caring Christian school family.

Aims

We at Ribby-with-Wrea Endowed Church of England School value all children equally. We are committed to meeting the special educational needs of pupils and ensuring they make progress. In line with our mission statement we aim to educate all children to their full potential within our Christian family.

Our children will have access to a broad, balanced and relevant curriculum which includes the Foundation Stage, National Curriculum and RE and will participate in the full life of school. We promote hard work and a feeling of self-worth with all our pupils.

Objectives

In order to achieve our aims and to ensure that children with SEND achieve their full potential and make progress we will:

- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school and prepare for adulthood.
- Ensure good working relationships with parents, carers, health and social care services and the community.
- Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.

- Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of SEND pupils.
- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

We accept the definition of SEND as outlined in the Education Act 1996 where the term SEND refers to those children who experience difficulty in learning in comparison with their peers. At Ribby with Wrea we are also concerned with the emotional, behavioural and physical aspects of our children's education. The primary responsibility for the education of the SEND children rests with all staff but will be co-ordinated by the SENDCo.

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of SEND provision in the school and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements. This Governor meets regularly with the SENDCo. The roles of governing body are set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, Statutory guidance for organisations. 2014. The SENDCo (Miss Sarah Hargreaves) is responsible for managing the school's SEND work and will keep the Governing body informed about the SEND provision made by the school. The SENDCo will identify areas for development in SEND and contribute to the school's development plan. She will co-ordinate provision at SEND support and pupils with Education, Health and Care (EHC) plans.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

All teaching and non-teaching staff will be involved in the formulation of the SEND policy. They are responsible for differentiating the curriculum for pupils with SEND and will monitor their progress. They will assist in the writing of IEP's, EHCP's, annual review meetings, individual specialised programmes and also with the liaison with parents. Most importantly, the views of the child will inform the planning and structure of the EHC Plan. Teaching, non-teaching and welfare staff are actively encouraged to add to the pastoral care, enrichment and enjoyment of the pupil's time at Ribby-with-Wrea. All staff will work closely with the SENDCo.

What kinds of Special Educational Needs do we make provision for at our school?

Ribby-with-Wrea Endowed Primary School is a mainstream school, taking children from Reception to Year 6 (ages 4-11). We have provision to meet the needs of children within the four broad areas of SEND. These areas relate to difficulties with:

- Communication and interaction - ASD, Speech & Language Difficulties.
- Cognition and learning- Moderate Learning Difficulties, Specific Learning Difficulties- dyspraxia, dyslexia, etc.
- Social, mental and emotional health- ADHD, Attachment Disorder.
- Physical and Sensory needs- Visual Impairment, Hearing Impairment, Hypermobility, Muscular Dystrophy.

How do we identify a child with SEND and how do we assess their needs?

Where a pupil is identified as having SEND, support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **The Graduated Approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

In identifying a child as needing SEND support, the class teacher, working with the SENDCo, carries out a clear analysis of the pupil's needs. This is based on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from school's core approach to pupil progress, attainment, and behaviour. It is also based on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School takes seriously any concerns raised by a parent. These are recorded and compared to school's own assessment and information on how the pupil is developing. This assessment is reviewed regularly to help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child and should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEND support, the parents are formally notified. The teacher and the SENDCo agree, in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's information system. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. Parents are made aware of the planned support and interventions and regularly discussed with the class teacher or SENDCo, as appropriate.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents are given information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. School must co-operate with the local authority in the review process and, as part of the review, the local authority can request school to convene and hold annual review meetings on its behalf.

Requesting an Education, Health and Care needs assessment.

SEND support can be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, school or parents can consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will want to see evidence of the action taken by school as part of SEND support. An EHC needs assessment does not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child or young person's needs without an EHC plan. Requesting an EHC needs assessment can be undertaken by the SENDCo, the child's parent, the young person or a person acting on behalf of a school or post-16 institution. (Relevant legislation: Section 36 of the Children and Families Act 2014) The school will provide evidence from:

- The school's action through intervention programmes.
- Individual Education Plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National curriculum levels.
- Attainment in literacy and numeracy.
- Educational and other assessments, e.g. from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the child.
- Involvement of other professionals.
- Any involvement by social services or education welfare service.

On receipt of an EHC the SENDCo will formulate an action plan of support/ provision, ensure the intervention/support process is maintained, organise annual review meetings for all parties

concerned with that particular child, and keep parents and governors regularly informed of progress made.

How will the school inform parents about their child's learning in school?

If your child is identified as not making progress we will set up a meeting to discuss this with you and listen to any concerns you have. The class teacher and SENDCo will plan any additional support your child needs and discuss with you any external professionals to support your child. You may also contact the Headteacher or SEND Governor to raise any concerns you may have.

How does the school involve parents and consult them about their child's education?

We strongly value our partnership with parents. Parents are invited to meet with their child's class teacher within the first term each year and are welcome in to school to express any concerns at any point during the year. In addition to this, parents of children with any additional needs are invited into school each term to discuss targets on the Individual Educational Plan with the class teacher. This provides the opportunity to celebrate successes and set new targets. New targets will be set as appropriate when current targets have been met throughout the year.

A home school diary / regular emails or seesaw messages may be used to support communication with you if we feel this would be useful for you and your child.

How is the effectiveness of the provision made for children with SEND evaluated?

All pupils' progress is monitored throughout the school and children with SEND are also monitored in relation to targets on their IEP. We review the SEND register termly. Tracking is used to ensure all pupils make progress. We provide a wide range of intervention programmes and support. Children are assessed before entering a programme and throughout so that it can be decided when they are ready to leave the programme or continue.

How will our school support your child and how will the curriculum and learning environment be adapted to meet their needs?

All teachers assess all children regularly and if your child is not making the expected progress additional support will be put in place. This may include intervention groups, 1:1 support, Teaching Assistant support in class or extra resources or equipment. We follow the National Curriculum and lessons are differentiated to meet the needs of our children. Where appropriate, we may seek the advice of other professionals, to support with this.

How is the decision made about the type of support that the child will receive?

If a child is not making the expected progress the class teacher may decide that an intervention programme is necessary. It might be decided that the school needs support from external agencies to support a child and from this advice specific targets will be put into place. The school identifies the needs of SEND pupils on a provision map. This identifies the support given within the school and is reviewed regularly by staff, SENDCo and Senior Leaders. Changes are made so that the needs of all children are met and resources are deployed as effectively as possible. The Senior Leadership team discuss the information they have about SEND in the

school with the SENDCo on a regular basis including children already receiving support, children who need support and children who are not making the expected progress.

How will a child with SEND be included in activities both inside and outside the classroom including educational visits?

The class teacher ensures the children have access to a broad, balanced and relevant curriculum. They do this through careful curriculum planning and differentiation. Where appropriate, children may be withdrawn from aspects of the English and Maths teaching but may be asked to make up the time through carefully planned homework/ extension activities.

Forms of differentiation may be through:

- Content
- Interests
- Pace
- Sequence
- Structure
- Teacher Time
- Teaching Style
- Grouping
- Learning Style

At Ribby-with-Wrea we aim to ensure that children with SEND play a full role in all school activities as far as is appropriate e.g. music, homework, clubs, teams, swimming, school assemblies, concerts, visits, extra-curricular activities etc. The school encourages pupils to support each other in work and play, to build on different strengths and talents and to encourage all children to reach their educational potential.

Who are the people and specialist services available to or accessed by the school?

External Agencies

Ribby with Wrea Endowed CE works closely with other agencies to focus on the identification and provision for those children who have a special educational need. Liaison takes place with the following agencies:

- School's Psychological Service
- Attendance Officers
- Speech Therapists
- Special Educational Needs and Disability Team- Lancashire
- Lancashire Information, Advice and Support (IAS) Team
- Local police officer
- School Nursing Service
- School Doctor
- Mrs Paula Lyon- School's Learning Mentor
- The Zone
- Hearing Impairment teams
- Visual Impairment teams
- Occupational Therapists
- Physiotherapists

What training have the school staff supporting SEND had?

The Governors will ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENDCo. The SENDCo and Headteacher will keep fully up to date about SEND issues through attendance at training and cluster meetings. In addition the SENDCo will develop skills through attendance at specialist training meetings, discussions with outside specialists, reading, the Internet and subscription to professional bodies. Teaching and non-teaching staff will be kept up to date informally by the Headteacher or SENDCo as necessary. If a member of staff particularly wishes to pursue an area of SEND they will approach the SENDCo. The SENDCo and Headteacher will keep a record of all SEND training delivered and subsequent evaluations.

How accessible is the school?

To ensure access for all pupils and parents the main entrance is on a single level and wide enough to accommodate a wheelchair if necessary. More information can be found in the Accessibility Plan.

How will the school prepare and support my child to join the school or transfer to a new school?

We recognise that transitions can be difficult for a child with SEND therefore we try to ensure that any transition is as smooth and as stress free as possible for you and your child. Prior to starting our school we will meet with you and your child and gather as much information as is possible to help us prepare your child for starting school through home or nursery visits and transition days.

If your child is joining us from another school the class teacher and SENDCo will liaise with your child's school. You and your child will be able to visit our school and meet their new teacher. There will be an opportunity for your child to have a taster day in their new class.

When moving classes in school all class teachers have a transition meeting to discuss all pupils. Information including IEPs will be shared with the next teacher and all children visit their new classroom for a morning session prior to moving up in September.

When your child moves on to high school the Year 6 class teacher, SENDCo and Headteacher will discuss the specific needs of your child with the Head of Year 7 and the SENDCo from the high school. A transition review meeting will take place for a child with an EHC Plan with the high school SENDCo in attendance. Children with SEND support plans will be identified and discussed with the receiving school. Your child will have the opportunity to visit the high school at least once, however with consent of the receiving school your child may be able to have several visits if needed in order to become familiar with the new setting and staff.

Who can parents contact for support and advice?

In the first instance parents should contact their child's class teacher or SENDCo for support and advice. Additional support and advice can be found from the individuals and organisations listed below.

Sarah Hargreaves (SENDCo)

01772 685221

The Zone

01253 741117

Information, Advice and Support (IAS)
Team

0300 123 6706

<https://lancssendias.org.uk/>

Information.lineteam@lancashire.gov.uk

Lancashire Special Educational Needs and
Disabilities Local Offer

www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx