

# SEN INFORMATION REPORT

(2024-25)

**For Children with Special Educational Needs and/or Disabilities**

Here at Ridgeway Farm our vision is 'Believe, Learn, Grow'



**Ridgeway Farm CE Academy**  
**A Church of England Primary School**

**within the**

**[Blue Kite Academy Trust](#)**

For the Local Authority local offer, use the following link <http://www.wiltshirelocaloffer.org.uk>

## School Information

Ridgeway Farm CE Academy is a small primary school in the newly built housing estate of Ridgeway Farm and opened in September 2016. We are in the Wiltshire Local Authority and part of the Diocese of Bristol Academy Trust.

## Specific needs and information

### Number of pupils registered with SEND within Ridgeway Farm CE Academy:

In 2023-2024 21.6% are identified as receiving SEND Support.

Key Stage	SEND Support	EHC Plan	Total
EYFS	1	4	5
KS1	10 (1 with draft EHCP)	2	12
KS2	14	14	28

Number of pupils moving up from SEND support to EHC Plan: 6 (further 1 with draft plan)

Number of pupils coming off the SEND register at end of year: 7

Number of pupils awaiting an EHC assessment: 1 (further 1 at draft, 2 requests to submit)

Number of pupils awaiting specialist placement: 1

## Accessibility

The range of special and additional needs that we have in school is wide and varied and is what makes our school diverse and special. We had a new school building in September 2016 – it is fully accessible as it is all on one level with no steps. We have disabled toilet facilities around each area in school and a disabled shower facility / wet room. A sensory room is also provided for those children who have specific sensory needs or who need access to a quieter and calm space. We also work closely with Wiltshire’s Advisory Teacher of the Hearing Impaired Service who also provide training and support for staff. All children are encouraged to go to after school activities, tournaments and extension activities. We choose our residential sites carefully so that they are fully accessible too. All children can go on trips as they are chosen with the children in mind.

We also provide Quality First Teaching and an inclusion friendly environment for all children that includes:

- A range of lesson activities are planned to take account of different learning strengths, and practical activities offered where possible, e.g learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.
- A range of aids and resources is easily accessible to support learning and aid independence, such as letter and number charts, word banks of high frequency and topic words, number lines/squares, calculators, dictionaries, computer and internet access (where appropriate).
- Tasks are clearly explained, modelled or scaffolded, and staff check for understanding.
- Visual cues and prompts, visual timetables are used.
- Adaptations are also made to help children focus and/or manage any sensory needs, such as individual workstations, ear defenders or having regular learning breaks.

Profile of current SEN cohort area of need is shown in the table below:

<b>SEN Area of Need 2023-24</b>		
<b>SEN</b>	<b>%</b>	<b>No. of Chn</b>
Communication & Interaction (inc ASD)	42%	19
Physical & Sensory	9%	4
Cognition & Learning – MLD & SpLD	27%	12
Social Emotional & Mental Health	22%	10

### **Key contacts for help and advice**

Who do I contact in school for more information?	Mrs Mann is the school SEN Co-ordinator (SENCO) 01793 677471 senco@ridgewayfarmcea.org Or, contact the school office to make an appointment on 01793 677471.
Who do I contact at Wiltshire Council for more information?	01225 757985 option 2 – phone this WC number and then ask for SEN support or access Wiltshire Local Offer at: <a href="https://localoffer.wiltshire.gov.uk">https://localoffer.wiltshire.gov.uk</a>

### **Policies**

We try to ensure that parents are well informed about all we do at school. Please take a look at our website for further details and to see our SEN Policy, our Accessibility Plan and our Behaviour Policy.

[Policies, Ridgeway Farm CE Academy](#)

## Provision

When supporting our SEND children, we follow a clear Graduated Response, details of which can be found in our SEND Policy. Children might receive universal, targeted or specialist support, depending on their needs.

We are fortunate to have very good relationships with many agencies and are able to refer children to them when appropriate. The school has worked effectively with the following agencies this year:

- Speech and Language Therapy
- School Nurse
- Advisory Teacher of the Hearing Impaired
- Behaviour Support Service
- Educational Psychologist
- SEND Service Professionals.
- SEND Lead Workers
- Swindon Autism Support Service
- Swindon SpLD Service
- Occupational Therapists
- CAMHS and TaMHS
- Swindon SEMH Service
- Play Therapist

The SENCO is able to seek advice and support from these services through referrals or Solutions Focus Surgeries.

## Training

All staff within the school will have training related to SEND as appropriate to their role and also to the needs of the children that we have in school at any one time. General SEND training is arranged at points within the year, and specific training related to individual needs, disabilities or children happens as and when necessary. We endeavour for as many staff to be trained as possible to ensure a consistent approach with children throughout the whole school day.

SEND Training received during 2023-24:

- SEND Surgeries with Behaviour Support Service and Educational Psychologist
- DBAT Inclusion Workshops
- Revised SEND Handbook from SENCO
- Team Teach Training for some staff.
- Target setting and supporting EHCP children from SENCO

## Monitoring

The school will know that your child needs extra help or support through a number of channels:

- If your child is joining our school, you (as parent or carer) may tell us, the pre-school or school that they currently attend will pass on any information that they have, and/ or other professionals/ agencies will liaise with the school to ensure that your child’s needs are met. If you think that your child may have unidentified needs, you should speak with their class-teacher and ask their opinion. You may then wish to make an appointment to meet with the Special Educational Needs Co-ordinator (SENCO). The school may decide that they would like to seek the opinion of other professionals and you will be involved in the decision. We would never involve outside agencies without your permission.
- The class teachers and the SENCO meet regularly to discuss children on the SEND register, but also those of concern who we are monitoring closely. Class teachers are also able to raise concerns with the SENCO at other times.
- The class teachers and SENCO follow a clear ‘Assess, Plan, Do, Review’ process within school. As part of that process, if your child is identified as having any additional needs, there are termly opportunities throughout the year for parents and teachers to review and agree new targets and plan together to ensure we do our very best for your child.

## Identifying Special Educational Needs

What should I do if I think my child has special educational needs?	Contact the school office and request a meeting with the class teacher and/or Mrs Mann the SENCO, or contact your doctor/health visitor – we can have a chat, talk about your concerns and then ask someone to help if that is needed.
How will the school identify and/or let me know if my child has SEN?	We do not have specialist trained SEN staff at Ridgeway Farm, however we do have teachers and TAs who have had training in many areas and know the signs to look out for. If we see that a child is not making progress and the things put in place (such as intervention programmes) to help children move on do not have an impact, we will make a referral to a specialist service so that an assessment can be made by experts and strategies and suggestions can be sorted. During this process, the class teacher will meet with parents/carers to discuss and review the support in place.

## Supporting your child

What support will there be for my child?	Teachers will plan and teach activities to the appropriate level of your child. They will also give resources to help your child learn. Teaching assistants also support children’s additional needs. If needed small group work or 1:1 intervention will be provided. We can offer ICT resources to pupils who need different methods in order to access to their learning.
What specialist services and expertise are available at or accessed by the school?	We have ten members of staff trained for paediatric first aid and staff are trained in basic first aid and child protection at induction. Identified members of staff have received training

	<p>on allergies (epi-pen use) and epilepsy medication. We also have a number of staff who are CPI or Team Teach trained.</p> <p>We also have an Emotional Literacy Support Assistant (ELSA) available within our school.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>We want all children to make progress, so if they have a period where they are not making progress we will support them. Teachers and TAs will assess pupils as part of the normal lesson time and then decide what intervention programme is needed to support that particular area.</p> <p>If we use an external agency to assess a pupil, they will suggest strategies or support and the school will put these in place.</p> <p>If a child continues to demonstrate needs and requires additional support, we might put in place SMART targets and/or a SEN Support Plan, which is reviewed regularly with parents/carers and the class teacher.</p> <p>If a child has additional needs and requires further support, we may request a statutory assessment and this is followed by a 'My Plan' or Education Health Care Plan and in these documents it is explained what support is needed and how it will be funded.</p> <p>At each review stage, the class teacher and parents will meet to review the pupil's progress and support. The SENCO joins these meetings once a child has a SEN Support Plan. Children with EHCPs have an Annual Review meeting, plus at least two other review meetings throughout the year.</p> <p>SLT and the SENCO regularly discuss the support required for pupils throughout the school. Teachers complete termly provision maps which allow the SENCO to monitor what support is taking place in each class. This support is reviewed by the teachers and SENCO at regular meetings.</p>

### Specific needs information & support

On the following pages we list what services we can provide/support or signpost to. Our teachers and teaching assistants take every opportunity to keep up to date with all areas of need and we encourage training in as many areas as we can. If your child has needs that are not listed below, or needs that you feel we may not support fully, please come in and chat with us to see if we can work something out.

<p>Communication &amp; Interaction</p>	<p>This incorporates speech, language and communication. It is when children need help to develop their linguistic competence; they may need help with specific sounds, becoming fluent or taking part in conversations. Sometimes children need help with vocabulary or 'tenses'. Some children need help with social relationships or situations. Children with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome and Autism have difficulty making sense of the world in the way others do and need help learning about change and social situations at school and their routines. We work closely with</p>
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	Speech & Language therapists, Behaviour Support, the Educational Psychologist and CAMHS to help our children with C&I difficulties. We may also consulted Specialist Advisory Teachers.
Cognition & Learning	Children with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers acquiring basic literacy and numeracy skills or in understanding concepts, even with appropriate differentiation. We will help children with C & L by offering specific programmes to support their learning, more detailed differentiation or setting the curriculum in smaller steps. We might also offer extra support materials and scaffolding and alternative methods of recording. We work closely with the Special Education Needs Support Service (SSENS) and advising teachers in this area.
Sensory & Physical Needs	There is a wide range of sensory and physical difficulties that affect children across the ability range. Many children need minor adaptations to the curriculum, their study programme or their physical environment. We link with a range of services, including Occupational Therapy and Hearing Support, and take advice from them in order for our pupils to be able to fully access their curriculum. We also have provided a sensory room for those children who have specific sensory needs.
Social, Emotional & Mental Health	Some children have difficulties in their emotional and social development that mean they require additional and different provision in order for them to achieve. Children may have difficulty developing social skills and find it difficult to make and sustain healthy relationships. Difficulties may be displayed through the child becoming isolated or withdrawn as well as through challenging, disruptive or disturbing behaviour. We work closely with the Behaviour Support Service to give the very best to our pupils with these challenges. We can also refer to CAMHS for further support if needed. We have an ELSA trained TA who can provide additional support in these areas. All staff have a good understanding of emotional literacy support strategies. Children with a diagnosis of ADHD often have difficulty regulating their emotions and behaviour, so ADHD or similar conditions are classified as SEMH needs.
Medical Needs	If your child has any medical needs then we will work closely with parents and the school nurse to create an individual Health Care Plan. If we know that a child has specific needs then we liaise with the school nurse and receive specialist training. We have ten members of staff trained for paediatric first aid and staff are trained in basic first aid and child protection at induction. Identified members of staff have received training on allergies (epi-pen use) and epilepsy medication.
Speech Therapy	When a child comes to Ridgeway Farm with a plan from the Speech Therapist, or if we notice a child has difficulty with an area or speech or sounds, we work in partnership with parents and the speech therapist to plan out regular sessions at school where a TA can work with a child one to one (daily if necessary). Plans are regularly reviewed and the speech therapist can come into school to assess pupils and have meetings with staff and parents.

Counselling	Although we do not have a trained counsellor at school, we can access counselling services through our School Nurse, a referral to CAMHS or a Play Therapist. We also have a Pets As Therapy dog come into school once a week.
There are many services provided by Wiltshire Council signposted in their Local Offer website – <a href="https://localoffer.wiltshire.gov.uk">https://localoffer.wiltshire.gov.uk</a>	

## Communication

How will school keep me informed about my child's progress?	Teachers will conduct progress meetings or review meetings on a regular basis if a child is working below the expected level or receiving additional support. At school we encourage parents and teachers to chat at the end of the day so that there is regular communication. We also use home / school communication books if parents or carers do not come to school on a regular basis.
Are parents and carers involved in planning, assessment and review of needs?	Most definitely – they are key to helping children progress – we like to work together closely to meet children's needs.
Are pupils involved in reviewing their learning?	Yes, of course! Children need to know their targets; they need to be able to share what they find hard and what might help them to learn better.

## General information

How accessible is the school setting?	Our school was built in 2016 – it is fully accessible as it is all on one level with no steps. We have disabled toilet facilities around each area in school and a disabled shower facility/wet room.
Who will be responsible for my child's day to day needs?	The class teacher is responsible for your child's day to day needs and they are supported by teaching assistants.
Will my child be included in all curriculum areas?	We will do all we can to ensure that your child will have access to the curriculum, just like other children. Wherever possible activities are adjusted and support provided to ensure every child is able to join in.
Will my child be able to go to after school activities and trips?	All children are encouraged to go to after school activities, tournaments and extension activities. We choose our residential sites carefully so that they are fully accessible too. All children can go on trips as they are chosen with the children in mind. Prior to going on a trip, the class teacher will consider any adaptations your child might need and discuss these with you.
What do you have in place to make sure my child is not bullied?	We have a comprehensive, very clear Behaviour Policy which includes anti-bullying that was created with parent and pupil input. Through our curriculum, ethos and collective worship, we foster a culture where everyone is valued, and where everyone feels happy to talk to an adult if they have a problem. If a child finds it difficult to communicate, we would ensure that there were appropriate means for any issues to be raised and dealt with swiftly. We also have a School Council who work with Senior Leaders to introduce anti-bullying initiatives and strategies. Please see the policies page on our website: <a href="#">Policies, Ridgeway Farm CE Academy</a>



What is a 'personal profile' sheet?	This is a single sheet that captures all a child's needs, what makes them happy, what works well, what does not work well etc. – it is a useful document for anyone to see information quickly and clearly. Sometimes it is called a 'One-Page Profile'. At Ridgeway Farm CE Academy we call it an 'All About Me' sheet.
What is a target sheet?	If a child is working towards specific 'target' areas at school, these are noted and monitored to make sure that progress is being made. Targets should be SMART – S – specific M – measurable A – achievable R – results focussed T – time bound These are reviewed regularly by teachers and parents together.
What are the expectations for a child with SEND?	As with all of our pupils, children with SEND are expected to make good progress. We expect them to be fully included in all activities and as part of our Ridgeway Farm family. All children throughout the school have targets and next steps to work towards. Children with SEND will also have next steps and these may be broken down into smaller graduated steps to ensure success and build confidence. Every child in school is discussed with the Head Teacher, SENCO, Class Teacher and Teaching Assistant at designated meetings, to ensure no child's learning and well being is left to chance.
What is a 'SEN Support Plan'?	'SEN Support Plans' are for those children with significant needs. A 'SEN Support Plan' includes a one page profile of the child and highlights their strengths and difficulties. It details the support that will be given to the child as well as their personal targets. 'SEN Support Plans' are reviewed regularly. The 'SEN Support Plan' is non-statutory.
What is an EHCP?	An EHCP is an Education, Health and Care Plan. It is also known as a My Plan in Wiltshire. An EHCP sets out a child's needs and the statutory support that the school must put in place. Both schools and parents are able to request that their local council carries out an assessment for an EHCP. For more information see the Wiltshire Local Offer website <a href="https://localoffer.wiltshire.gov.uk">https://localoffer.wiltshire.gov.uk</a> . If the assessment is agreed, the child is assessed by the Educational Psychologist and any other professionals who have been involved with the child. Once all of the evidence has been submitted, the local authority decide if they will issue an EHCP. If they agree to issue an EHCP, they will write this and agree how much additional funding the school will be given in order to meet the child's needs.
Who makes sure that children with SEN are looked after well?	All staff working in school are responsible for the well-being of all children in the school. However, the class-teacher will be the person who spends most time with your child along with any teaching assistants working in the class. Mrs Mann, the SENCO, also monitors the progress and happiness of all our SEN pupils.
Who do I contact if I am not happy with the support or education my child is getting?	In the first instance, you should speak with your child's class teacher if you have any issues with the support that your child is receiving. If this does not resolve the issue for you or if the teacher feels it is necessary, you will need to speak with Mrs Mann, the SENCO, she should be able

	<p>to change things or try something new, or put you in touch with someone who can help. We hope that any issue will be resolved by this point but if not, you will need to speak with the Head Teacher, Mrs Gibbard. In the unlikely event of your issue still being unresolved, you would then need to contact the governor responsible for SEND and you can email them through <a href="mailto:admin@ridgewayfarmcea.org">admin@ridgewayfarmcea.org</a> or call 01793 677471.</p> <p>You can also request advice from Wiltshire Parent Carer Council <a href="http://wiltshireparentcarercouncil.co.uk">WPCC (wiltshireparentcarercouncil.co.uk)</a>, Wiltshire SENDIASS (SEND information, advice and support service) <a href="#">SENDIASS   Home   KIDS</a> or consult the Wiltshire Local Offer <a href="https://localoffer.wiltshire.gov.uk">https://localoffer.wiltshire.gov.uk</a>.</p>
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## Questions from children & young people

Are the staff friendly?	Yes, very – we do not allow any grumpy teachers at our school!
Can I come and visit the school before I start?	We encourage everyone to come and visit before they start so you can meet us and the children and see our beautiful grounds and school.
What things do you have at your school?	Our classrooms are light and airy; we have wide corridors and a large library area. We have lots of iPads and IT equipment to help learning. We have a large playground and field which is next to the school. We also have a beautiful Forest School area, veggie patches, a running track and a wooden gazebo for shade. We have lots of playtime equipment to make lunch and play times as fun as possible.
Can I get around the school easily?	Yes very – it is all on one level!
Can I go on trips?	Yes of course we would encourage it! We only organise trips that everyone can go on!
Will I be able to join after school activities?	Oh yes, and we have lots of different ones – some that the teachers run and some outside clubs run.

## Transition

What will happen when my child moves to their next school?	We take transition for our children very seriously, so pupils will be able to visit their new school, more than once if necessary. We have meetings to share notes so that the new teachers and SENCOs will know all about a child's needs. We work very closely with our secondary schools to make sure that this process is smooth and happy!
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We do hope that this gives you all of the information that you need about our school in relation to SEND. If you have any further questions or comments about how we may be able to improve our service, please do not hesitate to contact one of the named people.

## Complaints

Should you have a complaint regarding the provision made by Ridgeway Farm CE Academy, please refer to our Complaints Policy for the procedure to follow.

[Complaints Policy](#)