



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

SEND Information Report

Academic year 2026-2027

Our commitment

Ridgeway Farm CE Academy is committed to an inclusive education in which every child is valued, belongs and is supported to achieve their potential. Our vision is Believe, Learn, Grow.

About this report

This report explains how Ridgeway Farm CE Academy identifies, assesses and supports pupils with special educational needs and/or disabilities (SEND). It has been prepared in accordance with section 69 of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0 to 25 years.

Key information	Details
School	Ridgeway Farm CE Academy, The Buffer, Purton, Swindon, SN5 4GT
Academy trust	Blue Kite Academy Trust
SENCO	Mrs Catherine Mann
SEND link governor	Christyn Iboko
Telephone	01793 677471
Email	admin@ridgewayfarm.bluekitetrust.org / senco@ridgewayfarm.bluekitetrust.org
Approved	July 2026
Review date	July 2027

OUR APPROACH

School context and the kinds of SEND we provide for

Ridgeway Farm CE Academy is a one-form-entry Church of England primary school, opened in September 2016. We are part of Blue Kite Academy Trust and work within Wiltshire local authority arrangements.

We provide for pupils across the four broad areas of need described in the SEND Code of Practice. A pupil may have needs across more than one area, and our provision is based on the individual child rather than a label.

Communication and interaction: Speech, language and communication needs, including social communication differences and autism.

Cognition and learning: Needs affecting the acquisition of literacy, numeracy and learning skills, including specific and moderate learning difficulties.

Social, emotional and mental health: Needs affecting emotional wellbeing, self-regulation, relationships, behaviour or engagement with learning.

Sensory and/or physical: Hearing, visual, sensory, physical or medical needs requiring adaptations, specialist advice or equipment.

Identifying and assessing SEND

Teachers and leaders monitor pupils' progress, attainment, participation and wellbeing. Information may come from parents and carers, the pupil, assessment and observation, previous settings, health or developmental information, and external professionals.

Slow progress or low attainment does not automatically mean that a pupil has SEND. We consider whether the pupil needs educational provision that is additional to or different from the provision ordinarily available to pupils of the same age. We also consider other factors that may affect learning, including attendance, English as an additional language, family circumstances and health needs.

Parents or carers who are concerned about their child should speak first to the class teacher. The teacher and SENCO will listen to the concern, review the available evidence and agree appropriate next steps with the family.

Ordinarily available provision

High-quality, inclusive teaching is the first response to pupils who may have SEND. Our ordinarily available provision includes adaptive teaching, clear explanations and modelling, visual supports, carefully scaffolded learning, practical resources, assistive technology, sensory adaptations, structured routines and changes to the learning environment. Pupils do not need to be on the SEND register to benefit from this provision.

SUPPORT IN SCHOOL

The graduated response

Where a pupil needs additional support, we follow the Assess, Plan, Do, Review cycle:

Assess: We gather information through assessment, observation, discussion with the pupil and family, and advice from relevant professionals.

Plan: The intended outcomes, provision, adjustments and review arrangements are agreed and recorded.

Do: The class teacher remains responsible for the pupil's learning and works with support staff, the SENCO and specialists to put the agreed provision in place.

Review: Progress and the effectiveness of support are evaluated with the pupil and family. Provision is continued, adapted or concluded in response to evidence.

Pupils receiving SEN Support have individual targets. Some pupils have a SEN Support Plan describing their strengths, needs, provision and agreed outcomes. Plans and targets are reviewed regularly with parents and carers, and with the pupil wherever appropriate.

Education, Health and Care plans

Where needs are significant and long term, and support required may be beyond that ordinarily available through the school, the school or a parent may request an Education, Health and Care needs assessment. Wiltshire sometimes refers to an EHC plan as a My Plan. Where an EHC plan is issued, the provision in the plan is statutory and is reviewed formally at least annually.

How teaching and the curriculum are adapted

Teachers remain responsible for the progress and attainment of every pupil in their class. Depending on individual needs, adaptations may include:

- learning broken into smaller, manageable steps with additional modelling and scaffolding
- visual timetables, prompts, communication aids and alternative ways to record learning
- targeted individual or small-group teaching alongside continued access to the wider curriculum
- additional adult support where appropriate, without creating unnecessary dependence
- assistive technology, specialist resources or adapted equipment
- movement, sensory or regulation breaks and adjustments to the classroom environment
- reasonable adjustments to assessment, visits, clubs, sport and other aspects of school life

SEND funding

Most SEN Support is funded through the school's delegated budget. Where a pupil has an EHC plan, the local authority may provide additional statutory funding. Decisions about provision are based on assessed need and the outcomes being pursued, not solely on whether additional funding has been awarded.

EXPERTISE AND IMPACT

Specialist support and external services

The SENCO can seek advice, assessment and support from appropriate services. Depending on need and local eligibility arrangements, these may include:

- Speech and Language Therapy
- School Nursing Service
- Hearing and Visual Impairment advisory services
- educational psychologists through the local authority and Blue Kite Academy Trust
- Wiltshire Specialist SEN Service and SEND Lead Workers
- Swindon Specific Learning Difficulties Service
- Occupational Therapy
- CAMHS, Wiltshire Children and Young People's Emotional Wellbeing Service and Be U Swindon
- Lighthouse, Blue Kite Academy Trust's early-intervention service
- Drawing and Talking Therapy and Thrive-informed support

The school discusses specialist involvement with parents and carers and seeks consent where required. Advice from professionals is incorporated into classroom practice, individual plans and review arrangements.

Staff expertise and training

All staff receive SEND training appropriate to their role and the needs of current pupils. Training and professional support undertaken during 2025–26 included:

- SEND surgeries with an educational psychologist
- CPI de-escalation and physical-intervention training for staff
- Thrive training for the SENCO
- sensory-circuit training for teaching assistants through Lighthouse
- teaching-assistant development in Thrive, trauma-informed practice, phonics, mathematics, writing, reading and effective classroom support

Additional needs-specific training is arranged when required. The SENCO supports colleagues through advice, planning, monitoring and liaison with specialists.

Evaluating the effectiveness of provision

We evaluate SEND provision through pupil-progress meetings, review of individual outcomes, observation of teaching and interventions, provision mapping, assessment and intervention information, pupil voice, parent feedback, attendance, behaviour and engagement information, and advice from external professionals. Provision is adjusted when evidence shows that a different approach is needed.

PROVISION BY AREA OF NEED

Communication and interaction

Support may include visual communication systems, explicit vocabulary teaching, structured opportunities to develop interaction, preparation for change, social stories, communication aids and programmes advised by Speech and Language Therapy. Staff work with relevant specialists to understand and respond to individual communication profiles.

Cognition and learning

Support may include carefully sequenced teaching, additional modelling and practice, scaffolded tasks, structured literacy or numeracy intervention, practical resources, alternative methods of recording and assistive technology. Advice may be sought from Wiltshire Specialist SEN Service or other appropriate professionals.

Social, emotional and mental health

Pupils may receive support with emotional literacy, relationships, self-regulation, anxiety, behaviour or engagement. Provision may include pastoral check-ins, ELSA-informed support, Drawing and Talking, Thrive-informed approaches, transition support, access to Lighthouse or referral to relevant health services. Millie, the school's trained therapy dog, may support pupils' emotional wellbeing where appropriate and agreed.

We promote positive relationships and address bullying through our behaviour and anti-bullying arrangements, curriculum, collective worship and safeguarding procedures. Pupils who find it difficult to communicate are given appropriate ways to raise concerns and seek help.

Sensory, physical and medical needs

Support may include adapted seating or positioning, sensory strategies, access to the sensory room, movement or sensory circuits, enlarged print, specialist equipment and advice from Occupational Therapy, physiotherapy, or hearing and visual support services. The school is developing its use of sensory circuits to support regulation where appropriate.

For medical needs, we work with families and health professionals to prepare an Individual Healthcare Plan where required. Staff receive training for individual medical needs and emergency medication. The school has a team of paediatric first-aid trained staff.

Speech, language and emotional-wellbeing support

When a therapist recommends a programme, trained staff may deliver individual or small-group activities in partnership with the family and therapist. Emotional-wellbeing support may be accessed through school provision, Lighthouse, School Nursing, Be U Swindon, CAMHS or other suitable services, subject to referral criteria.

PARTICIPATION AND PARTNERSHIP

Working with parents, carers and pupils

Parents and carers are essential partners. They are involved through everyday communication, parent consultations, review meetings, SEN Support reviews, annual reviews and multi-agency meetings where appropriate. Plans, targets and outcomes are developed with families, and parents are encouraged to share what is important to their child and what works well at home.

Pupils are supported to express their views about their strengths, needs, aspirations and provision. Their views may be gathered through conversation, pupil voice, review meetings, accessible tools and one-page pupil profiles. The way we involve a pupil is adapted to their age, communication and understanding.

Supporting emotional and social development

We support belonging, friendships, emotional literacy and participation throughout school life. Pupils can access trusted adults and targeted pastoral support. Our safeguarding, behaviour and anti-bullying procedures apply to all pupils, with reasonable adjustments made so that pupils with SEND can understand expectations, report concerns and receive appropriate support.

Inclusion in the wider life of the school

Pupils with SEND are encouraged and supported to participate in educational visits, residential trips, clubs, enrichment, sporting events, collective worship and school celebrations. Activities are planned with individual pupils in mind and reasonable adjustments, additional planning or support are provided wherever needed.

Children looked after by the local authority

Where a looked-after or previously looked-after child has SEND, the SENCO works with the Designated Teacher, class teacher, carers, social worker, virtual school and relevant professionals. SEND provision, the Personal Education Plan and any EHC plan are coordinated so that responsibilities and outcomes are clear.

Transition

We plan carefully for entry to school, movement between classes and key stages, changes of supporting adults, and transfer to secondary or specialist provision. Support may include additional visits, photographs or transition booklets, social stories, phased introductions, meetings with new staff, pupil profiles, information sharing and an individual transition plan.

ACCESS, ADMISSIONS AND HELP

Admissions and equal access

Disabled pupils and pupils with SEND are admitted in accordance with the school's published admissions arrangements. A child will not be treated less favourably because of disability or SEND. We make reasonable adjustments and work with families, the local authority and relevant professionals to plan appropriate support. Where a child has an EHC plan and Ridgeway Farm CE Academy is named, admission is managed through the statutory EHC plan process.

Accessibility and facilities

The school building, opened in 2016, is on one level and includes accessible toilets, a disabled shower/wet-room facility and a sensory room. We provide adapted learning environments, accessible information, specialist equipment and individual risk assessments where required. The Accessibility Plan sets out how we continue to improve access to the curriculum, the physical environment and information.

Who to contact

In the first instance, parents and carers should speak to the class teacher. A meeting can be arranged through the school office. The SENCO, Mrs Catherine Mann, can be contacted through the office or by email.

Contact	Details
School office	01793 677471 admin@ridgewayfarm.bluekitetrust.org
SENCO	Mrs Catherine Mann senco@ridgewayfarm.bluekitetrust.org
SEND link governor	Christyn Iboko contact through the school office
Wiltshire SEND Team	01225 712620
Wiltshire Local Offer	https://localoffer.wiltshire.gov.uk/

Concerns and complaints

If a concern cannot be resolved with the class teacher, parents and carers should contact the SENCO or relevant key-stage leader. The next stage is the Headteacher, Mrs Laura Gibbard. The SEND link governor may then be contacted through the school office. Formal complaints about SEND provision are considered under the school's published Complaints Policy.

Independent information and advice are available from Wiltshire SENDIASS and Wiltshire Parent Carer Council. Details are available through the Wiltshire Local Offer.

Related information and statutory sources

[Ridgeway Farm CE Academy policies and Accessibility Plan](#)

[Wiltshire SEND Local Offer](#)

[SEND Code of Practice: 0 to 25 years](#)

[DfE: information academies must publish online](#)