



What kinds of special educational needs does the school/setting make provision for?

Ramsden Primary School is a mainstream primary school catering for children 3-11 years. We are fully inclusive to all children, believing that all children have the right to an education that will enable them to achieve to their full potential. We understand that each child is an individual and has unique needs, acknowledging that some children require more support than others, welcoming all children.

At Ramsden Primary School we make provision for:

- Cognition and Learning Needs
- Communication and Interaction Needs
- Sensory, Physical and Medical Needs
- Behavioural, Emotional and Social Needs

How does the school/setting know if pupil's need extra help and what should I do if I think that my child may have special needs?

A child or young person has a special need if he/she has a learning difficulty or disability which calls for special educational provision to be made for him/her (definition taken from the Children's and Family Act 2014).

A child of compulsory school age or a young person has a learning difficulty or disability if he/she:

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.
- A child under compulsory school age has a learning difficulty or disability if they fall within definitions (a) or (b) when at compulsory school age or would if no provision was made for them.

A child or young person must not be regarded as having a learning difficulty solely because of language or if the language that is spoken at home is different from the language they are taught in at school.

All pupils that are falling behind expected academic achievement and progress are closely monitored by the class teacher and SENDco. Parents/carers are an important part of this process and are regularly consulted with.

During this time:

- The class teacher will provide differentiated learning opportunities to support the child's academic progress.
- The SENDco will closely monitor and be consulted for support and advice and will help to determine which level of provision the child will need to move forward.
- Parents/carers are fully informed and involved and are encouraged to share any information.
- The child will not be on the SEN register but will be recorded as monitored.

- The SENDco will monitor these children, attending parents evenings when felt it is needed and discussing progress being made with the parent and class teacher.

Once a child has been identified as possibly having a SEN they are closely monitored by staff to gauge their possible difficulties and level of learning.

If a parent/carer thinks that their child may have a special educational need, they should speak to the class teacher, who will meet with the SENDco to discuss further support and guidance.

How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

When a child has been identified as having a special educational need, provision is put in place to support the child. The process followed is – Assess, Plan, Do and Review.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Interventions that children are part of are recorded and monitored, assessment is tracked by using EAZMAG, B Squared or PIVOTS. Pupil progress is monitored in line with the SEN Code of Practice with both formal and informal meetings. Provision maps are updated termly, Individual Education Plans are a working document but are reviewed termly in review meetings.

SEN provision is monitored and recorded by the class teacher, SENDco and Headmaster.

How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

The SENDco plans termly review meetings which are attended by parents/carers and the class teacher, pupils can attend when possible, where needed additional meetings are planned for the children identified on the SEN register, when needed outside agencies will be invited to these meetings. At these meetings support is evaluated and the impact of intervention and new targets are set. Parents/carers will be given copies of their child's IEP, so they are aware of the support and targets their child is working towards.

Parents/carers are invited to three review meetings throughout the year, where they will discuss with the class teacher and SENDco, their child's progress and will be asked to give their views, at the summer term review, transition is discussed and includes the next year's class teacher. Pupil's progress is monitored through termly pupil progress meetings.

Throughout the year, parents/carers receive pupil tracking reports about their child's progress.

What is the school's approach to teaching pupils with special educational needs?

At Ramsden Primary School teaching of all children is everybody's responsibility. We are an inclusive school and all our staff have high expectations of all our children regardless of any additional needs that they may have.

We provide quality first teaching, where lessons are clearly differentiated to the needs of the child. Children who are placed on the SEN register, have 1:1 or small group time spent with a teaching assistant or teacher, to support their learning needs, wherever this is possible these are done in the classroom setting.

How will the curriculum and learning be matched to my child/young persons needs?

All our children on the SEN register have a 'One Page Profile' which means that anyone coming into the classroom is able to identify with the child's needs. They have an individual education plan that details targets that they are working towards and the provision of support given. Termly review meetings are held which are minuted, where these targets are reviewed and the class teacher completes a review sheet to discuss at these meetings. We recognise that some children will need a personalised curriculum to meet their needs.

At Ramsden Primary School quality first class teaching always comes first, lessons are differentiated and this is consistent throughout the school, matching the learning needs of the individual child.

How are decisions made about the type and amount of support my child/young person will receive?

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding, this is called AFN funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding, this is called HLN funding.

After consultation with the SENDco and class teacher and a graduated response has been followed, which may include an intervention program or a referral to springboard for support from outside agencies, additional funding may be sought.

How will my child/young person be included in activities outside the classroom, including school trips?

Ramsden is an inclusive school and all children are given the opportunity to participate in all aspects of learning, including trips, residential opportunities and activities. Sometimes with additional support planned in and child specific risk assessments completed.

What support will there be for my child/young person's overall well-being?

All children at Ramsden Primary School are valued and feel safe, children's well-being is key. We work closely alongside parents/carers and other outside agencies to ensure this. As a school we employ a teaching assistant who works as our school ELSA.

Children in the early years follow the updated 'Early Years Foundation stage Statutory Framework' (2021), alongside the new 'Development Matters' (2021). All children from year 1 upwards take part in the 'Personal, Social, Health and Economic Educational Guidance' from the Dfe (2020).

We understand that children have different educational and behaviour needs and adapt our curriculum to meet those needs. We have nurture groups and use our outside areas including our woodland during these times. Our pet guinea pigs and goats are used as a way that children can develop empathy, respect and care for living things. Encouraging communication is also a key benefit.

Ramsden Primary School has a trained ELSA who is not classroom based and she is also our 'Personal Development and Well-being Co-ordinator' and is based in our hub area.

Who is the school/setting's special educational needs co-ordinator (SENCO)?

SENCO- Mrs Joanne Mallinson,
Ramsden Primary School,
High Road, Carlton-in-Lindrick,
Worksop.
Telephone Number: 01909 730408

What training have staff supporting special educational needs had and what is planned?

At Ramsden Primary School it is our aim to keep all staff up to date with relevant training and developments in relation to SEN, as a school we have bought into 'The National College' and all staff have access to training opportunities on this.

We also have the opportunity to attend training within the family of schools, for example, dyslexia, explosive child and precision teaching training. We also offer our staff, in house training and specialist services have provided training. We bought into the school a speech and language service, so that all our staff are trained to cater for children's speech and language needs. When there is a particular need training is sourced. The SENDco feeds back to staff information/training that she has accessed, through the family SEN meetings.

Staff have had training in:

Safeguarding, First Aid, CRB (safe handling), BOXALL Profiles, PIVOTS/B Squared, Speech and Language Early Years Assessment and Programmes, NELI (Speech and Language Intervention Programme), ELSA training, Mental Health, Lego Therapy, Precision Teaching, Good Autism Practise, Emotional Coaching, Whole Word Approach to Reading, Spelling Strategies, Sensory – Creating Connections, AET Framework, Interoception Training, Sensory Processing, ICDS Briefings, Social Stories.

What specialist services and expertise are available or accessed by the school/setting?

- Educational Psychologists
- Speech and Language Therapists
- Early Help Unit
- Social Services
- Worksop Family SENCO
- Bassetlaw Behaviour Partnership
- School Nursing
- Physiotherapists
- Occupational Therapists
- CAMHS
- CASY Counselling
- Disability Nursing Team
- Paediatricians
- Healthy Family Team
- SFSS – Schools and Families Specialist Support Service, this includes Cognition and Learning Team, Visual Impairment Team, Hearing Impairment Team, Early Years Team, Pre-School Early Years

- Children's Centre
- Family Service
- ICDS
- EISA

How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?

A referral can be made to the Physical Disability Service who can give any advice or support that is needed. They can also give training to staff.

A referral can also be made to Inclusive Technology for any needs for technology that cannot be met in school.

The school and nursery is on one level and we have a disabled toilet in the main school and the nursery. There are nappy changing facilities in the nursery.

What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

Ramsden Primary has a close working relationship with parents/carers and we ensure that early identification and intervention is put into place as early as possible.

We recognise the importance of talking to parents/carers about their children, this might be by talking to the class teacher, meetings with the SENDco, parents evenings and informal conversations.

Parents/carers are kept up to date with their child's progress through IEP's, additional meetings when needed, the SENDco attending review meetings and pupil progress reports throughout the school year and a transition review meeting. When outside agencies are consulted, parents/carers and children are informed and permission has to be given, these outside agencies are invited to review meetings when it is felt appropriate.

Where it is felt more frequent contact with parents/carers is needed, this will be arranged based on the individual child's needs.

The SENDco will signpost parents/carers who have children with SEN to the Local Authority Ask Us Service, where they can access advice, guidance and support.

What are the arrangements for consulting young people with SEN and involving them in their education?

Children are involved in all aspects of their education. Children have individual targets and these are consulted with, between the teacher, child, SENDco and parent/carer. After parents evenings, parent/carers and children are encouraged to give their views. Before each review meeting parents/carers and children complete a parent/child questionnaire. Pupils will attend the meeting if it is appropriate.

What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

We are always happy to talk to parents/carers and listen to any concerns that they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENDco. We will always do our best to respond to concerns raised with us. If you feel your concerns are not being

responded to, school has a formal complaints procedure. You can obtain this from the school office.

How does the governing body involve other organisations and services in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governing body is responsible for agreeing the school's policy for Special Educational Needs. Mrs.S.Howard is the governor responsible for SEND at Ramsden Primary School.

Ramsden Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Headmaster and SENDco are the designated people responsible for liaising with the following:

- Education Psychology Service
- Schools and Family Support Services
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Specialist Outreach Services
- Paediatrician
- Plus other relevant services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

Ramsden Primary School continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Parents/carers can access Nottinghamshire Local Offer. This can be found at www.nottshelpyourself.org.uk Our school website will signpost to organisations and services through this service.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDco, who will then inform the child's parents/carers.

How will the school/setting prepare my child/young person to:

i) Join the school/setting?

Ramsden Primary School gives parents/carers and children the opportunity to visit before they join us. Parents/carers and pupils will have the opportunity to meet with the Headmaster and SENDco to discuss the needs of their child. The SENDco will liaise when necessary with the child's previous setting and any other professionals involved before they start at Ramsden Primary School.

ii) Transfer between phases of education.

Children who are entering foundation stage 1, the children will be invited into the nursery setting for play and stay sessions with their parent/carer.

Children who are entering foundation stage 2, will be invited into school for two transition visits. One will be in the afternoon, including lunch with their parent/carer and the second being a morning session. Staff will also visit the children in their nursery setting or in the home environment, if this is not possible.

When moving up to the next year group within the school, children spend a full day, with their new teacher, to begin building relationships. Children who struggle with change, will have an individualised transition program, supported by a teaching assistant. Transition books are made and worked on in school and sent home during the holiday period.

We work closely with secondary schools, to ensure transition is as smooth as possible. Teachers meet with the secondary schools to pass on relevant information and children who are identified as needing additional support, transition is planned over a longer period of time.

iii) Preparing for adulthood

At Ramsden Primary School we encourage our children to be independent from an early age. We provide opportunities for our children to interact and engage with other adults and services. We set high aspirations and arrange assemblies, interactive workshops and presentations from professionals.

Where can I access further information?

- Please contact the Headmaster (Mr C Wilson) or the SENDco (Mrs J Mallinson) on 01909 730408.
- Visit the school website <https://www.ramsdenschool.com>
- Call into the school office and book an appointment.
- Ramsden Primary School is linked to Nottinghamshire Local Offer www.nottshelpyourself.org.uk

At Ramsden Primary School we believe:

- All children have the right to an education that will enable them to reach their full potential.
- In valuing the abilities and achievements of all children and continually strive to promote an inclusive ethos.
- Each child has individual and unique needs and acknowledge that some children require more support than others.