



Ribbleton Avenue Methodist Junior School
Special Educational Needs and Disabilities Policy
2026-2027

“Brighter futures built with Ambition, Courage and Respect; filled with Love, Hope and Faith.”

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Author	Mrs Bleasdale
Organisation	Ribbleton Avenue Methodist Junior School
Approved	Governors
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HEADTEACHER:	Mrs Fran Nickson
Deputy Headteacher:	Mrs Roxanne Bleasdale
SENDCo:	Mrs Roxanne Bleasdale
SEN Governor:	Mrs Helen Tugwell
Chair of governors:	Dr Tony Andrews/ Mrs G Ferris

All of the people above can be contacted through the school phone number: 01772 792083

COMPLIANCE

This policy outlines the provision for Special Educational Needs and Disabilities (SEND) at Ribbleton Avenue Methodist Junior School, Preston.

The policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 dated September 2014 (Updated May 2015) and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of practice 0-25 September 2014
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The school Accessibility Plan
- The school Anti-bullying policy
- The school behaviour policy
- Children and Families Act 2014
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- Equality Act 2010
- The school Child Protection and Safeguarding Policy

The responsibility for implementing this policy lies with the Governing Body, Headteacher, Special Educational Needs and Disabilities Coordinator (SENDCO) and all staff members. The policy was developed by the school's SENDCO in collaboration with various members of the school community, including parents, teachers, support staff and governors. The policy aligns with the other policies of the school.

At Ribbleton Avenue Methodist Junior School, we strive to provide a high-quality and diverse education to all students, regardless of their abilities or needs. We maintain high expectations for all students and aim to eliminate any obstacles to their learning and participation. All students are valued members of our school community. Additionally, we aim to promote positive mental health for every child. We pursue this aim using both whole school approaches and specialised, targeted approaches aimed at identified vulnerable pupils and families.

Our curriculum is designed to recognise and accommodate the fact that students:

- Have diverse educational and behavioural needs and goals;

- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Benefit from a range of teaching approaches and experiences.

Teachers are accountable for meeting the needs of every student in their class through quality first teaching, and for ensuring good progress for all students, including those with special educational needs. This is reflected in our SEND Policy.

AIMS

At Ribbleton Avenue Methodist Junior School, we create a secure and stable environment for all students. Our aim is to provide all pupils with every opportunity to succeed through our care, support, and instruction. We acknowledge the unique qualities of each student, embracing them as individuals and honouring their accomplishments, both academic and non-academic. We cultivate positive relationships between staff and students, as well as among staff members.

With the following objectives, we strive to enhance the aspirations and outcomes of all pupils with Special Educational Needs and Disabilities. Our focus is on fulfilling the specific needs of each individual and inspiring high aspirations and goals. Our priority is to measure success by student progress and achievement.

OBJECTIVES

We achieve these aims through the following objectives:

- Establish effective systems to promptly identify and address the needs of pupils with special educational needs and disabilities.
- Adhere to the guidelines outlined in the SEND Code of Practice 2014.
 - Encourage all members of the school community to contribute to the positive outcomes of pupils with special educational needs, using a comprehensive and inclusive approach.
 - Maintain open communication with parents, seeking their input and feedback on their children's provision.
 - Collaborate with external agencies and professionals to provide children with appropriate support.
 - Appoint a Special Educational Needs and Disability Coordinator (SENDCO) to provide guidance and support.
 - Provide training and resources to all staff members who work with pupils with special educational needs and disabilities.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS and DISABILITIES.

At Ribbleton Avenue Methodist Junior School, we understand the importance of early identification of a pupil's needs to ensure effective provision and improved outcomes. We follow the SEND Code of Practice to identify, assess, and support pupils with special educational needs and disabilities. The school recognises four broad categories of SEND:

Communication and Interaction: including speech, language and communication needs and autism. Pupils may experience difficulties with understanding and/or using language, social communication and interaction.

Cognition and Learning: including moderate, severe, or profound learning difficulties, and specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, and dyspraxia. Children with cognition and learning needs may receive additional support in The Nest, a dedicated learning hub. The Nest provides a safe, structured environment where children work in small-group provision with a high adult-to-pupil ratio, currently up to 2 adults supporting 12–15 pupils depending on need, allowing focused, personalised attention while promoting confidence and collaboration. Teaching assistants and specialist staff deliver targeted interventions tailored to each child's needs, such as literacy, numeracy, or fine motor skill development. Progress is closely monitored and reviewed with parents to ensure that support effectively helps children access the curriculum and achieve their learning targets. The Nest complements classroom teaching, helping children build skills, consolidate learning and succeed alongside their peers.

Social, Emotional and Mental Health (SEMH): including children who may be withdrawn, isolated, disruptive, hyperactive, or have difficulty concentrating. Bereavement support is also offered, and targeted support is provided through the Heart Room, nurture groups, and social/emotional interventions.

Sensory and Physical Difficulties: including sensory, multisensory, and physical difficulties.

These four categories provide a broad overview of the types of needs that may be identified and addressed. Recognising a child's needs helps us determine the most appropriate support to offer and does not mean labelling a child.

Inclusion at RAMJS means ensuring pupils belong, participate and achieve. We aim to remove barriers to learning while maintaining ambition, so pupils with SEND access the same broad curriculum as their peers wherever possible, with appropriate adaptations and support.

The Nest Provision

The Nest is a targeted SEND provision designed to support pupils with Cognition and Learning needs who require provision that is additional to or different from that ordinarily available within the classroom. The provision is delivered through a flexible model which enables pupils to access specialist teaching whilst remaining connected to their mainstream class.

Pupils accessing The Nest continue to be included within the wider life of the school and access mainstream lessons wherever appropriate, with support and adaptations tailored to meet their individual needs. Decisions regarding placement, timetabling and levels of support are reviewed regularly and are responsive to pupils' changing needs, strengths and progress.

Provision is personalised, regularly reviewed and forms part of the school's graduated approach to

SEND. Teaching within The Nest focuses on developing strong foundational knowledge, communication, literacy, numeracy and independence skills that enable pupils to access an ambitious curriculum successfully.

Some pupils accessing The Nest may also be undergoing statutory assessment processes or awaiting specialist placements, with The Nest ensuring that they continue to receive an ambitious, meaningful and inclusive education during this period. The long-term aim is to maximise inclusion, participation, independence and successful curriculum access, enabling pupils to engage fully in school life and achieve their individual potential.

Social, Emotional and Mental Health (SEMH) and Behaviour Support

At RAMJS, our behaviour policy is geared towards creating a secure and productive learning environment that accommodates the needs of all students, including those with Special Educational Needs and Disabilities (SEND). Our school is fully inclusive, and we acknowledge that children with SEND may require additional support, in accordance with the SEND code of practice. We have put in place various support mechanisms to help these children participate in the National Curriculum and school life as a whole. We identify children who have social, emotional and mental health challenges and plan support to meet their needs, including working with specialist services, parents and carers.

To achieve this, we implement a nurturing approach and employ restorative practices, led by our pastoral teaching assistant, Mrs Tugwell, and our family support worker, Mrs Leeming. Together, they collaborate to provide support for our students. Mrs Tugwell focuses on working with individual students or groups who are facing social, emotional and mental health difficulties. She helps them to handle challenging situations with a composed demeanor. Mrs Leeming also maintains close communication with these students and their parents to ensure consistency in support. This support takes place in the "Heart Room," a secure and trusted environment situated at the school's core. This includes various group sessions, such as friendship groups, nurture groups, play groups, social stories, restorative sessions, and one-on-one sessions. Additionally, the Heart Room is available for all students throughout the day as needed.

The strong bond between Mrs Tugwell, Mrs Leeming and the students fosters a positive atmosphere where children feel safe and valued. Parents are actively involved in this process and participate in meetings with Mrs Tugwell and Mrs Leeming at the school.

In addition to the above support, we also have a school counsellor, Jackie, who works across school supporting any child who requires it.

Staff recognise that behaviour may be a form of communication and that changes in behaviour, presentation, attendance, engagement or emotional wellbeing may indicate an unmet SEND need, but may also be an indicator of abuse, neglect, exploitation, trauma or another safeguarding concern. Staff will maintain professional curiosity and follow the school's safeguarding procedures where concerns arise.

HOLISTIC APPROACH

At Ribbleton Avenue Methodist Junior School, we employ a holistic approach to provision, which includes several methods of identifying students with Special Educational Needs and disabilities:

For students coming from Ribbleton Avenue Infant School, a smooth transition is ensured through communication between both schools' staff. Any students who were previously identified as having Special Educational Needs in the infant school are discussed with the new class teacher and our SENDCo. We utilise existing information and targets from the child's Individual Education Plan to guide us until we have a better understanding of the child's needs.

For students transferring from other schools, verbal and written communication from the previous school can aid in identifying their needs. As we get to know the student, we build on previous information from previous settings and key stages.

All students undergo assessment upon enrolment, allowing us to build upon their prior learning. This information is used to develop an appropriate curriculum for all students.

Our teachers make a concerted effort to meet the needs of all students through daily class provision. If a child requires additional support, the class teacher may seek further assistance. Following discussions between the class teacher, SENDCo, and parents, advice from other professionals may be sought. If it is determined that the child's needs are additional and different, they may be placed on the SEN record.

Through regular assessment and tracking of all students' progress, any concerns with a child's attainment or progress are quickly identified. This may result in further assessment to determine if they have Special Educational Needs or disabilities. Class and subject teachers, with support from the senior leadership team, regularly assess the progress of all students. This assessment identifies students making less than expected progress based on their age and individual circumstances, which can be characterised by:

1. Progress that is significantly slower than their peers starting from the same baseline.
2. Progress that fails to match or improve upon the child's previous rate of progress.
3. Progress that fails to close the gap in attainment between the child and their peers.
4. Progress that widens the gap in attainment between the child and their peers.

At Ribbleton Avenue Methodist Junior School, we have an approach that focuses on the needs of the entire student body. This means we have several ways to identify if a child has Special Educational Needs and Disabilities (SEND). These include:

Children who have already been identified as having SEND in their previous school, with information from that school and targets from their Individual Education plan being used to guide our approach.

Children who have attended other schools and information from their previous setting helps us to understand their needs.

Assessment of all children upon joining our school, which helps us to build upon their prior learning. Daily observation and tracking by class and subject teachers, who will seek further support if a child requires additional provision beyond the class teachings.

Additionally, the school considers evidence that a pupil may have a disability under the Equality Act 2010 and determines what reasonable adjustments may need to be made. The school also considers other factors that may impact a child's progress and attainment, such as attendance, punctuality, health and welfare, English as an Additional Language (EAL), receipt of the Pupil Premium Grant, being a Looked After Child, being a child of serviceman/woman, etc.

It's important to note that poor behaviour or slow progress does not necessarily mean that a child has SEND. The school ensures that these children receive quality first teaching from the class teacher, as well as specialised support from the staff in the heart room, which is designed to meet their needs. Similarly, persistent disruptive or withdrawn behaviour does not automatically mean that a child has SEND. Equally, staff will not assume that changes in behaviour, mood, presentation or attendance are attributable to a pupil's SEND. Where appropriate, safeguarding, family, health, environmental and other contextual factors will be considered alongside possible special educational needs. The school consults with the teacher, SENDCo and heart room staff to determine if a child requires special provision, using formative assessments and reliable assessment materials.

SEND TEACHING AND LEARNING

At Ribbleton Avenue Methodist Junior School, we have a commitment to providing "quality first teaching." Our teaching and learning policy outlines key components of high-quality lessons, including:

Planning: Our lesson plans are focused, cohesive, and take into account individual student needs and assessment for learning. They provide opportunities for student-led learning and clearly articulate learning objectives and success criteria.

Teaching: Our teachers set clear learning goals and work to create an engaging and supportive learning environment. They are well-prepared, organised, and have high expectations for their students. They also continually strive to improve their subject knowledge.

Supporting Students with SEND: For students identified with special educational needs, our school implements a four-part cycle of support, known as the "graduated approach." This approach gradually provides more detailed interventions and expert support as needed.

Assessment: To identify students who may need SEND support, our teachers and SENDCO conduct a thorough analysis of the student's needs, drawing on multiple sources of information, including the student's own views and those of their parents.

Planning: Once SEND support is determined, our teachers, SENDCO, and parents work together to develop a plan for the student, including specific interventions, support, and expected outcomes. All teachers and support staff who work with the student are informed of their needs and the support being provided.

Implementation: The class teacher remains responsible for the daily progress of the student, working closely with any specialist staff involved. The SENDCO provides additional support and assessment.

Review: The effectiveness of the support and interventions is regularly reviewed, taking into account the student's progress, feedback from the student and their parents, and the impact of the support. Any changes to the support and outcomes are made in consultation with the parent and student. For students with an Education and Health Care plan, the local authority must review the plan at least once per year in cooperation with the school.

Levels of SEND Support

At Ribbleton Avenue Methodist Junior School, we use a graduated approach to meeting pupils' needs. Support is matched to the individual pupil and is increased, adapted or reviewed in response to their needs and progress. Provision may include universal, targeted and specialist or individualised support.

Universal Provision: High-Quality and Adaptive Teaching

The class teacher is responsible and accountable for the progress and development of all pupils in their class, including pupils who receive additional support from teaching assistants or other staff. High-quality teaching is the first response to pupils who have or may have SEND. Teaching is adapted to meet individual needs through well-planned lessons, clear modelling, effective questioning, checking for understanding, explicit vocabulary teaching, appropriate scaffolding and adaptive teaching strategies that enable all pupils to access an ambitious curriculum. Teachers regularly monitor pupils' progress through the school's assessment systems and work with school leaders, subject leaders and the SENDCo where concerns arise or further support may be required.

Targeted Provision

Some pupils may require targeted support that is additional to the universal provision available within the classroom. This may include small-group or individual interventions delivered within the classroom, the Heart Room, The Nest or another appropriate intervention space. The class teacher remains responsible for the pupil's progress and works closely with the member of staff delivering the intervention. Targeted provision may include speech and language interventions, literacy and numeracy support, social and emotional interventions, fine motor programmes and other support identified according to individual need.

The effectiveness and impact of targeted interventions are monitored by the class teacher and SENDCo and recorded through the school's provision mapping and assessment systems.

Additional targeted provision is available through **The Nest**, a learning hub for pupils with cognition and learning needs. The Nest provides focused, personalised small-group provision, with a high adult-to-pupil ratio according to the needs of the pupils accessing it. Support may focus on areas including

literacy, numeracy, communication, foundational knowledge, independence and fine motor skills. This provision supports pupils to consolidate learning, build confidence and develop the knowledge and skills needed to access the wider curriculum successfully.

Progress is regularly monitored and provision reviewed with pupils, parents and carers to ensure that support remains appropriate and effective.

Specialist and Individualised Provision

Where a pupil continues to experience significant barriers to learning despite appropriate universal and targeted provision, the class teacher and SENDCo will consider whether the pupil requires SEND Support and should be placed on the school's SEND record.

An Individual Education Plan (IEP) will identify the pupil's strengths and needs, agreed outcomes and the provision, adaptations and interventions required to support progress. Provision will follow the **Assess, Plan, Do, Review** cycle and will be reviewed regularly.

The class teacher remains responsible and accountable for the pupil's progress and works closely with the SENDCo, support staff, parents and carers and, where appropriate, external professionals. Where additional specialist advice or assessment is required, the school may seek support from relevant external SEND, education, health or social care services. Parents and carers will be involved and consent sought before referrals to external SEND services where this is required.

This does not prevent the school from sharing information or making referrals without consent where this is necessary to safeguard a child or where there is another lawful basis for doing so.

Pupils' progress and the impact of provision are regularly reviewed through the school's assessment, provision mapping and pupil progress processes. Where a pupil's needs cannot reasonably be met through SEND Support, the school will consider, in partnership with parents and carers, whether a request for an **Education, Health and Care (EHC) needs assessment** may be appropriate.

MANAGING PUPILS NEEDS ON THE SEND RECORD

The school offers SEND SUPPORT to children who have been identified with Special Educational Needs (SEND). These children have their needs recorded through a Provision Map and are provided with an Individual Education Plan. Individual Education Plan outlines the child's specific needs and sets SMART targets to be achieved within a specified time frame.

Parents are encouraged to participate in reviewing outcomes and setting targets for the next Individual Education Plan in collaboration with the child and class teacher. Individual Education Plans are regularly evaluated every half term and can be adjusted as necessary.

Pupils are involved in discussions about their support wherever appropriate. Their views are gathered through pupil voice activities, review meetings, IEP discussions and informal check-ins. This helps ensure that support reflects the child's experience, strengths and barriers to learning.

For children who require more support than SEND support can provide, the school or parents may request an Education, Health and Care (EHC) needs assessment. If the assessment results in an EHC Plan, the local authority will outline the educational, health and social needs and additional support required. An EHC Plan may also include a personal budget for the child, allowing parents to have a say in how the funds are used for support. The school will ensure the provisions outlined in the EHC Plan are put in place through an Individual Education Plan, which is reviewed regularly and includes the involvement of parents.

The class teacher is responsible for addressing the needs of each pupil in the class and providing support and guidance to any support staff involved in working with the child. The SENDCO is responsible for monitoring SEND provision, including reviewing Individual Education Plans, maintaining communication between teachers and parents, recording additional provision and outcomes, and accessing external support as needed. If additional support is required beyond what the school can provide, the SENDCO will follow formal local authority procedures and involve pupils and parents in the process.

The Criteria for Exiting the SEND Record

If a student has demonstrated significant improvement and their needs can be effectively addressed through Wave 1 or 2 support, they may be considered for removal from the SEND register. The SENDCO, class teacher and parents will work together to determine the best course of action and ensure that it aligns with the student's best interests. The parents will be invited by the SENDCO to discuss the decision-making process.

Record Keeping

The SENDCO is responsible for maintaining the updated records of students on the SEND register and those being monitored. These records are securely stored in accordance with the Confidentiality Policy, Data Protection Policy, and the General Data Protection Regulation (GDPR) 2018. Relevant information is shared with teachers, other professionals involved in the student's care and support, and parents in a user-friendly format. The school uses CPOMS to support secure recording and appropriate information sharing in relation to pupils with SEND, in accordance with the school's data protection, safeguarding and information-sharing procedures.

SUPPORTING PUPILS AND FAMILIES

With reference to the documents below, the school website address is: www.ramjs.lancs.sch.uk

The school publishes a SEND Information Report on its website, which is reviewed and updated annually and provides information about the school's arrangements for identifying and supporting pupils with SEND. This links to Lancashire's Local Offer.

The LA Local Offer can be found:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>.

School is legally required to publish an **SEN Information Report** (*Regulation 51, Part 3, section 69(3)(a) of the Children and Families Act 2014* – this can be found on the school website.

Admission arrangements can be found on the LA website:

<http://www.lancashire.gov.uk/council/strategies-policies-plans/children,-education-and-families/school-admissions.aspx>

Lancashire SENDIAS

Lancashire SEND Information, Advice and Support Service (SENDIAS) provides free, confidential and impartial information, advice and support to children and young people with special educational needs and/or disabilities (SEND), and their parents and carers.

The service can provide support and guidance in relation to SEND, including education, health and social care, SEND support in schools, Education, Health and Care (EHC) needs assessments and plans, and preparing for and attending meetings.

Further information about Lancashire SENDIAS, including current contact details, can be found through Lancashire County Council's Local Offer.

Exam arrangements:

Some children with Special Educational Needs and Disabilities are given special consideration during exams and assessments. The SENDCO and head teacher ensure that these are met or applied for if necessary.

Transition Support:

In the final term of the year, teachers will assess any students who may require additional assistance transitioning to a new grade level. This evaluation will be done on a case-by-case basis and parents will be consulted.

For incoming students, the school offers a transition program to familiarise them with the school, its routines, and staff. The program includes:

- 'Moving Up Morning' where the entire cohort visits the school for a morning
 - Y3 teachers visit the feeder school to meet the children and have a transition meeting with their teachers to discuss the needs of all students.

For students with SEND:

- The SENDCo meets with the SENDCo of the feeder school to exchange information and records on students who may require extra support.

- Students who may struggle with the transition process may have a more comprehensive transition plan with additional visits.
- During the summer term, the SENDCo attends meetings with students who will be starting in September.

For students transitioning to high school:

When it's time to apply to high school, a member of the school staff may accompany parents of students with SEND on visits to high schools during school hours. This provides an opportunity for parents to ask specific questions and have a short meeting with the high school's SENDCo.

Assistance is provided to parents in completing the online admission form, and staff are available to offer additional support if needed. Once the high school is confirmed, a transition review meeting is held for students with SEND, leading to a detailed plan with additional visits and familiarisation with the high school.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The governors and staff of Ribbleton Avenue Methodist Junior School are committed to ensuring that pupils with medical conditions receive proper care and support at school and play a full and active role in the life of the school. School is dedicated to ensuring that medical needs will not prevent any child from enjoying the same experiences and having the same opportunities, including school trips and physical education, as their peers. All pupils requiring medication at school should have access to the National Curriculum unless medical advice specifically precludes it, and no child with a medical condition should be prevented admission to the school because of a medical need. School has a Medical Needs policy which is on the school website and is reviewed annually.

MONITORING AND EVALUATION OF SEND

The monitoring and evaluation of support for students with special educational needs and disabilities (SEND) is a continuous process. The SENDCo provides updates to school governors in various ways:

- At the Governors' Standards and Effectiveness Committee, data analysis is presented to give an overview of SEND provision and the progress of affected students.
- The SENDCo updates governors on the progress of SEND action plan targets during full governors' meetings.
- An annual report is submitted by the SENDCo to the governors.
 - Through tracking and pupil progress meetings, the progress and provision of SEND students are monitored closely.
- The SENDCo pays close attention to Wave 3 support through individual education plans.
- The school's overall provision map contains information on SEND provision and outcomes.

TRAINING AND RESOURCES OF SEND

Training and resources for SEND are funded through the school budget. This allows for proper planning and allocation of resources for training, as well as for SEND provision. Training needs can be identified through staff audits and when a student with specific needs enters the school. All staff are

encouraged to undergo training to stay up-to-date and improve their skills. This training may be provided by the SENDCo or the specialist teacher, or obtained through external sources if an appropriate course is available. The SENDCo oversees all training efforts.

New staff receive a Staff Handbook during induction and meet with the SENDCo to familiarise themselves with SEND systems and procedures. The SENDCo regularly attends SEND cluster meetings to stay informed and attend relevant courses. This information is then shared with staff through meetings, in-service training, and support staff meetings. The school also seeks advice and uses services provided by the local authority or private providers.

Recent staff training has focused strongly on adaptive teaching, scaffolding, trauma-informed practice, EBSA, restorative approaches, neurodiversity, EAL support and speech and language development. This training supports staff to remove barriers to learning, maintain high expectations and ensure pupils with SEND are included meaningfully within whole-class teaching. Training also supports staff to understand the increased safeguarding vulnerability of some pupils with SEND, including communication barriers, child-on-child abuse, online safety and AI-related risks, and the importance of professional curiosity when changes in behaviour or presentation occur.

ROLES AND RESPONSIBILITIES

The role of the Governing Body and the SEND Governor

It is the responsibility of the Governing Body to nominate a Governor to have oversight of SEND in the school and to ensure that the full Governing Body is kept informed of how the school is meeting statutory requirements.

Our SEND Governor is Helen Tugwell.

To meet their responsibilities in relation to Special Educational Needs and Disabilities, the Governing Body will:

- Monitor the school's SEND policy, ensuring that it is up to date, be involved in the annual review of the policy, and ensure that policy is being put into practice.
- Monitor the provision for children and progress of children with SEND.
- Ensure that the SEND action plan feeds directly into school improvement and considers recent and new developments in SEND, both locally and nationally.
- Ensure that school has a suitable qualified SENDCo.

The role of the SENDCo

Our SENDCo is Roxanne Bleasdale

The SENDCO is responsible for:

- Overseeing the development, review and consultation on the SEND policy
- Ensuring effective provision for all children with Special Educational Needs or disabilities. Ensuring effective day-to-day practice in line with the SEND policy.

- Coordinating and monitoring provision for all children with SEND
- Involving parents and keeping them informed on plans and provision for their children with SEND
- Liaising with and supporting all staff to ensure that they are aware of their responsibilities and ensuring that training is provided where necessary.
- Keeping the Governing Body and SEND Governor fully informed of matters relating to SEND – this includes policy reviews, reporting to governors and keeping them updated on provision for children with SEND.
- Ensuring that all legal documentation is correct and up to date – including the School's contribution to the Local Offer, the SEND Information report and the SEND Policy.
- Coordinating provision, including that made by outside agencies.
- Reporting to the governing body and keeping them informed on matters relating to SEND

The role of teachers

All teachers have full responsibility for all children in their class; they are accountable for meeting the needs of, and ensuring progress of all learners, including those with SEND. Teachers are required to use adaptive teaching strategies to ensure all learners, including pupils with SEND, can access an ambitious curriculum and make progress. Teachers who have responsibility for a curriculum area provide support to other members of staff, this includes ensuring that effective resources are available in the subject for which they are responsible.

Teachers are responsible for overseeing any work being carried out by support staff working with children with SEND, either in one-to-one or group situation. Teachers are responsible for ensuring that support staff have all resources/ equipment they may need and for providing ideas and strategies which support staff can use. Teachers are also responsible for ensuring that any work undertaken away from the classroom is then reinforced back in class following close liaison with the support staff.

The role of SEND Teaching Assistants

Teaching assistants may be required to support children with SEND through group intervention programmes, one-to-one work or supporting children within lessons.

Teaching assistants are responsible for:

- Acting upon advice provided by the class teacher or SENDCo.
- Feeding back to teachers on the progress of children they have been working with.
- Providing written feedback following work carried out relating to Individual Education Plans.
- Using Individual Education Plans as working documents and informing the class teacher when they feel that a child has achieved a target for targets to be adapted.
- Informing the class teacher or SENDCO about any concerns they may have over a child's progress or ability to complete activities given.
- Liaising with teachers when reviewing Individual Education Plans and providing detailed information on how a child has progressed towards meeting targets.

SAFEGUARDING

We recognise the importance of safeguarding all our children, particularly the most vulnerable, which

children with SEND often are.

The designated teachers with specific safeguarding responsibility are:

Fran Nickson (Headteacher)

Roxanne Bleasdale (Deputy Headteacher) Louise Leeming (Family Support Worker) Mandy Gaitens (School Business Manager)

Katy Copping, Caroline Bloor, David Smith (Members of SLT) Helen Tugwell (Pastoral support)

The designated governor for safeguarding:

Dr Tony Andrews/ Mrs G Ferris

The member of staff who is responsible for managing Pupil Premium Grant/Looked After Children funding is:

Fran Nickson (Headteacher)

The member of staff responsible for meeting the needs of pupils with medical needs is:

Mandy Gaitens (School Business Manager)

SAFEGUARDING CHILDREN WITH SEND

'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Our governing body ensures our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.'

(Keeping Children Safe in Education, 2026)

RAMJS recognises that pupils with SEND may be particularly vulnerable to abuse, neglect, exploitation and child-on-child abuse. Staff must not assume that changes in behaviour, mood, presentation, attendance or injury are related to a child's disability or additional needs without further exploration. Staff will maintain professional curiosity and consider the child's communication needs when seeking their views.

Where a pupil has communication difficulties, staff will make reasonable adjustments to enable them to communicate concerns and express their wishes and feelings. This may include visual supports, alternative and augmentative communication, familiar adults, additional processing time and other methods appropriate to the individual child.

At RAMJS, we recognise that

- Some children may not recognise the abuse
- Children might not be able to ask for help
- The child may rely on their abuser to meet their needs – making it even more difficult to speak out
- Parents and professionals may miss signs of abuse/neglect, mistaking them as part of a child's condition
- Professionals working with children with SEND may not be trained to spot the signs of abuse and neglect
- Children with disabilities and their families may feel isolated or without support due to a limited number of accessible services, meaning they may not know where to find help
- Abusers may try to excuse their behaviour, blaming it on the difficulties of caring for a child with SEND
- Professionals who work to support parents' ability to meet their child's additional needs may overlook parental behaviours that are not adequate
- Child protection professionals might not have the specialised skills to properly communicate with the child, or to accurately assess or understand a disabled child's needs.

At RAMJS, efforts are put in place to guarantee the effective safeguarding of children with special educational needs and disabilities (SEND). The measures include:

- A curriculum that is inclusive and tailored to meet the needs of all students.
 - Comprehensive social and emotional education through our school-wide PSHE program to instruct children on how to keep themselves safe.
 - Targeted social and emotional support programs utilising our restorative approach to build positive relationships with staff.
 - Explicit instruction of social and emotional skills through the PSHE curriculum and the restorative approach.
- Incorporation of the "Key adult" methodology into daily classroom practices.
- Utilisation of non-verbal methods of communication to seek help.
 - Availability of worry boxes/jars for students to communicate with staff through their preferred method.
- Daily check-in sessions for vulnerable students.
- Building strong partnerships with parents to offer customised support.
 - Establishing links with external agencies such as Family Help and other relevant children's services, health professionals, educational psychologists and specialist SEND services for early identification of changes in behaviour and presentation and to enable prompt intervention.

ONLINE SAFETY and SEND

Pupils with SEND may experience additional vulnerabilities online, including difficulties recognising risk, understanding intent, maintaining appropriate boundaries or communicating concerns. Online safety education will therefore be adapted to pupils' individual communication and learning needs. Staff will remain alert to online exploitation, cyberbullying, harmful content, inappropriate contact and the misuse of artificial intelligence, including AI-generated or manipulated images, and will follow the

school's safeguarding and online safety procedures where concerns arise.

BULLYING

Our Anti-Bullying policy is on the school website. All staff take every measure to ensure that bullying is kept to a minimum; all incidents are logged by staff and closely monitored by a member of the SLT.

Staff recognise that bullying involving pupils with SEND may constitute a safeguarding concern and that pupils with SEND may be disproportionately affected by child-on-child abuse without outwardly showing signs. Concerns will be responded to in accordance with the school's Behaviour, Anti-Bullying and Child Protection and Safeguarding policies.

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. At Ribbleton Avenue Methodist Junior School, we actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. We recognise that children and young people with special educational needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. We promote a whole-school approach to dealing with bullying related to SEND. We have a full time pastoral teaching assistant who works with children to promote good friendships and help them to develop appropriate relationships; this is often done through restore and rebuild sessions.

EQUAL OPPORTUNITIES

RAMJS is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and foster a caring and non-judgemental attitude throughout school. For more information see the school's Equal Opportunities Policy.

PREVENT

This policy is to be read in conjunction with the school's PREVENT policy, in response to a legal duty from the DfE placed on schools to have due regard to the need to prevent people from being drawn into terrorism or be subject to radicalisation. The Counter Terrorism and Security Act 2015, section 26th February 2015. In line with legislation to prevent possible radicalisation of individuals the school safeguards children through adherence to this policy and allowing Internet access under staff supervision

STORING AND MANAGING INFORMATION

- Any documents in paper form are stored in filing cabinets in the secure cupboard but most information is electronic and is protected for SLT access only.
- When a pupil transfers to another setting, relevant SEND records will be transferred securely and promptly to the receiving setting in accordance with data protection, safeguarding and information-sharing requirements. Where appropriate, the SENDCo will liaise directly with the receiving setting to support continuity of provision.

ACCESSIBILITY

Ribbleton Avenue Methodist Junior School's building is well designed to meet the needs of disabled

pupils and parents

- All rooms are on one level. Most public access is at ground-floor level – with no steps. There is pram and wheelchair access through several doors on different sides of the building. Doors around school are all wide enough for wheelchair access.
 - All windows have curtains or blinds to reduce glare and all floors are carpeted to reduce noise.
 - Parents are kept well informed about all aspects of school life, from whole school events to their individual children's progress and development. There is a weekly newsletter and the school website is regularly updated and has all statutory information. Parents are encouraged to come into school if they have any difficulty in accessing information and we do our best to provide support. We have a number of staff who speak different languages and who can assist in translating information.
 - Four of our classes have a sound system which can be linked to microphone.
 - We have height adjustable tables which can be used when the need arises.
 - Other resources specific to the needs of individuals are purchased when necessary to ensure that all children have everything they require to meet their needs.
 - We operate an 'open door' policy whereby parents and carers can contact staff easily, and staff are always willing to meet with parents before and after school or by appointment.
- The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Our Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the Local Offer.

DEALING WITH COMPLAINTS

- The school complaints policies and procedures are on the school's website
- The chair of Governors can be contacted by letter through the school office.

CONCLUSION

The implementation of this policy will be monitored by the SENDCO and Head teacher and governors and the following policies/documentation should also be referred to:

- Schools offer (Local offer)
- Medical Needs Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Accessibility Plan
- Behaviour Policy