



Ribbleton Avenue Methodist Junior School
SEND Information Report
2026-2027

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

Version	September 2026
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Organisation	Ribbleton Avenue Methodist Junior School
Approved	Governors
Review Cycle	1Year (Minimum)
Next Review	September 2027

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What is the SEND Information Report?

All maintained schools are required to publish information about the implementation of their policy for pupils with Special Educational Needs and Disabilities (SEND).

This SEND Information Report explains how Ribbleton Avenue Methodist Junior School identifies and supports pupils with SEND and how we work with pupils, parents/carers and other professionals.

It should be read alongside the school's **SEND Policy, Inclusion Policy, Accessibility Plan and Child Protection and Safeguarding Policy**.

Our SEND provision forms part of **Lancashire's Local Offer**, which provides information about education, health and social care services available to children and young people with SEND and their families.

The SEND Information Report is reviewed annually and updated during the year where significant changes occur.

What kinds of special educational needs are provided for?

Ribbleton Avenue Methodist Junior School is a mainstream junior school for pupils in Years 3–6.

We are committed to providing an inclusive education and supporting pupils across the four broad areas of need identified within the SEND Code of Practice:

Communication and Interaction

This may include pupils with speech, language and communication needs and autistic pupils who experience differences or difficulties relating to communication, social interaction or understanding and using language.

Cognition and Learning

This may include pupils with general or specific learning difficulties, including dyslexia, dyscalculia and other difficulties affecting the acquisition and application of learning.

Social, Emotional and Mental Health

Pupils may experience social, emotional or mental health difficulties which create barriers to learning, relationships, participation or emotional regulation.

Sensory and/or Physical Needs

This may include pupils with hearing or visual impairment, sensory processing differences, physical disabilities or other physical or sensory needs which affect their access to education.

We recognise that pupils' needs do not always fit neatly within one category and that some pupils may have needs across several areas.

How does the school identify pupils with SEND and assess their needs?

Pupils are monitored from the time they enter RAMJS.

Information may be gathered through:

- Transition information from previous settings.
- Teacher assessment and observation.
- Pupil progress information.
- Pupil voice.
- Parent/carers concerns and observations.
- Individual assessments or screening.
- Information from previous SEND records or EHCPs.
- Attendance and engagement information.
- Advice from external professionals.
- The pupil's response to teaching, reasonable adjustments and interventions.

Teachers are responsible and accountable for the progress and development of all pupils in their class.

Where concerns arise, the class teacher will work with the SENDCo to consider the pupil's strengths, needs and barriers to learning and determine the most appropriate response.

High-quality and adaptive teaching is the first response to emerging needs. However, **a pupil does not have to progress through a set number of interventions or levels of support before SEND can be identified.**

Where the available evidence indicates that a pupil has a learning difficulty or disability requiring special educational provision that is **additional to or different from that normally available to pupils of the same age**, the pupil will be identified as having SEND and placed on the school's SEND record.

Slow progress or low attainment alone does not necessarily mean that a pupil has SEND. Equally, pupils can have SEND while attaining at or above age-related expectations.

Where SEND is identified, parents/carers will be formally informed and involved in planning the pupil's provision.

How does the school assess and review pupils' progress?

For pupils receiving SEND Support, RAMJS uses the graduated approach:

Assess → Plan → Do → Review

Assessment considers the pupil's strengths, areas of need, progress, parent/carer views, pupil voice and relevant professional advice.

Provision is then planned according to the pupil's individual needs and intended outcomes.

Pupils receiving SEND Support will normally have an **Individual Education Plan (IEP)** setting out appropriate outcomes, strategies, adjustments and provision.

IEPs and SEND provision are reviewed regularly. Reviews consider:

- Progress towards outcomes.
- The effectiveness of support and interventions.
- Pupil views.
- Parent/carer views.
- Teacher assessment and observations.
- Whether provision should continue, change, increase or reduce.
- Whether further assessment or specialist involvement is required.

Parents/carers receive clear information about their child's progress and are involved in planning next steps.

Where a pupil has an EHCP, this will also be formally reviewed at least annually in accordance with statutory requirements.

What provision is available for pupils with SEND?

Support is matched to individual need and is described through three broad levels:

Universal Provision

High-quality and adaptive teaching available to all pupils, designed to anticipate and remove barriers to learning and participation.

Targeted Provision

Additional support or interventions for pupils who require provision beyond universal classroom practice.

This may include small-group or individual interventions addressing areas such as literacy, numeracy, speech and language, communication, social skills, emotional regulation, fine or gross motor skills and independence.

Specialist and Individualised Provision

Highly personalised provision for pupils with more complex or significant needs.

This may include specialist programmes, individualised teaching, external professional involvement, provision through The Nest, individual adult support where required, or provision specified within an EHCP.

These levels are not a sequential pathway. Pupils may access different levels simultaneously and support may be introduced at any appropriate level according to need.

How are parents/carers and pupils involved?

We recognise that parents and carers know their children well and are important partners in identifying needs and planning effective support.

Parents/carers are involved through:

- Discussions with teachers and the SENDCo.
- IEP and SEND review meetings.
- Parent consultation meetings.
- EHCP Annual Reviews, where applicable.
- Transition planning.
- Meetings with external professionals where appropriate.
- Ongoing communication according to individual need.

Pupils are encouraged to contribute to decisions about their education.

Pupil voice is gathered in ways appropriate to the child's age, understanding and communication needs. Pupils may contribute to their IEPs and reviews by discussing what is going well, what they find difficult, what helps them and what they would like to change.

Where required, reasonable adjustments are made to enable pupils with communication difficulties to participate meaningfully.

How does RAMJS support transition?

RAMJS recognises that transition can be particularly significant for pupils with SEND.

Transition into Year 3

We work closely with infant schools and other previous settings.

Transition may include:

- Information sharing between SENDCos and teachers.
- Transfer of SEND records and relevant professional reports.
- Visits by RAMJS staff to previous settings.
- Transition meetings involving parents/carers and professionals where appropriate.
- Moving-up visits.
- Additional visits for individual pupils.
- Visual resources or personalised transition materials.
- Planning appropriate provision before the pupil starts at RAMJS.

Transition to Secondary School

We work closely with receiving secondary schools to ensure relevant information is transferred securely and promptly.

For pupils with SEND, additional transition may include:

- SENDCo-to-SENDCo liaison.
- Transition review meetings.
- Additional visits.
- Visits supported by familiar RAMJS staff where appropriate.
- Visual transition resources.
- Sharing successful strategies and reasonable adjustments.
- Liaison with parents/carers and external professionals.
- Support to develop independence and prepare for new routines.

For pupils with EHCPs, transition planning will form part of the statutory review process.

This updates the much more prescriptive transition description in the old report—for example, the previous version states that RAMJS staff accompany pupils on high-school visits and even practise their route to school. The new wording gives you flexibility to provide these things **where appropriate**, rather than promising them for every SEND pupil.

What is the school's approach to teaching pupils with SEND?

RAMJS is committed to ensuring pupils with SEND access an ambitious, broad and balanced curriculum.

High-quality and adaptive teaching is the foundation of our approach.

Teachers remain responsible and accountable for the progress and development of pupils in their class, including where pupils receive additional support from teaching assistants or specialist staff.

Teaching may be adapted through:

- Explicit instruction and modelling.
- Scaffolding.
- Chunking and sequencing.
- Retrieval practice and overlearning.
- Explicit vocabulary teaching.
- Visual supports.
- Flexible grouping.
- Concrete and practical resources.
- Multisensory approaches.
- Alternative methods of recording.
- Assistive technology.
- Additional processing time.
- Adaptations to the learning environment.
- Personalised approaches where required.

Support should promote independence and access rather than unnecessarily reducing curriculum ambition.

What adaptations are made to the curriculum and learning environment?

Reasonable adjustments and adaptations are made according to individual need.

These may include:

- Adapted resources.
- Visual timetables and supports.
- Alternative recording methods.
- Assistive technology.
- Sensory resources.
- Additional processing time.

- Adaptations to seating or classroom organisation.
- Movement or sensory breaks.
- Accessible teaching materials.
- Individualised communication approaches.
- Additional adult support where required.
- Access to quieter or alternative learning spaces.
- Adjustments to activities, visits or enrichment opportunities.

The school's **Accessibility Plan** provides further information about how RAMJS works to improve access to the curriculum, physical environment and information.

What is The Nest?

The Nest is a key element of RAMJS's inclusive provision.

It provides a smaller, supportive learning environment for pupils who require additional or individualised provision to access learning successfully.

Provision is responsive to individual need and may focus on:

- Literacy and numeracy.
- Communication and language.
- Foundational knowledge.
- Independence.
- Fine motor development.
- Emotional regulation.
- Access to an adapted curriculum.

Pupils may access The Nest for different amounts of time depending upon their individual needs.

Access to The Nest **is not dependent upon a pupil having an EHCP** and pupils do not need to progress through predetermined levels of support before accessing the provision.

Pupils remain part of their mainstream class and wider school community and are supported to participate in mainstream learning, assemblies, educational visits and enrichment opportunities wherever appropriate.

Placement and provision within The Nest are regularly reviewed to ensure they remain appropriate and promote progress, independence and inclusion.

This retains the strengths of your existing Nest description, which already describes small-group, multisensory and personalised learning, but removes the implication that it is predominantly an EHCP provision.

What expertise and training do staff have to support pupils with SEND?

RAMJS is committed to ensuring staff have the knowledge and skills necessary to meet the needs of pupils with SEND.

Staff training is informed by the needs of the pupils within school and may include:

- Adaptive teaching and scaffolding.
- Autism and neurodiversity.
- Speech, language and communication.
- Cognition and learning.
- Social, emotional and mental health.
- Trauma-informed practice.
- Emotionally Based School Avoidance (EBSA).
- Restorative and relational approaches.
- Sensory needs.
- EAL and SEND.
- Safeguarding vulnerabilities affecting pupils with SEND.
- Communication barriers and professional curiosity.
- Online safety and emerging risks.

The SENDCo provides advice and support to staff and works with external professionals to identify appropriate strategies and training.

Where specialist knowledge is required, advice or training may be sought from relevant education, health or social care professionals.

How is the effectiveness of SEND provision evaluated?

The effectiveness of provision is evaluated by considering its impact on the individual pupil rather than simply whether an intervention has been completed.

This may include:

- Progress towards IEP or EHCP outcomes.
- Academic progress.
- Communication and interaction.
- Independence.
- Attendance and engagement.
- Emotional regulation and wellbeing.
- Social development.
- Participation in school life.

- Pupil voice.
- Parent/carer feedback.
- Teacher assessment and observation.
- Advice from external professionals.

Provision is reviewed and adapted where necessary through the **Assess → Plan → Do → Review** cycle.

The SENDCo also monitors SEND provision across the school through provision mapping, pupil progress information, discussions with staff, observations, review meetings and evaluation of interventions.

Your current report says evaluation begins with development of either an EHCP or IEP, which isn't quite right because an EHCP isn't something the school simply “develops” as part of its initial assessment. This replacement corrects that.

How are pupils with SEND enabled to engage in activities with pupils who do not have SEND?

RAMJS is committed to ensuring that pupils with SEND are included in the wider life of the school.

Pupils with SEND are encouraged and supported to participate in:

- Educational visits.
- Residential visits where applicable.
- Extra-curricular clubs.
- Assemblies.
- Performances and celebrations.
- Sporting activities.
- Enrichment opportunities.
- Wider school events.

Reasonable adjustments and additional provision will be considered where necessary to enable participation.

No pupil will be excluded from an activity solely because of SEND or disability where reasonable adjustments can enable their participation.

The school environment is accessible at ground-floor level and includes wheelchair-accessible routes and doors. Further details are contained within the school's Accessibility Plan.

What support is available for pupils' emotional and social development?

RAMJS recognises that emotional wellbeing and positive relationships are essential to successful learning and inclusion.

Support may include:

- Heart Room provision.
- Nurture support.
- Restorative and relational approaches.
- Friendship groups.
- Social skills work.
- Social stories.
- Individual pastoral support.
- Counselling.
- Play-based therapeutic support where available.
- Family support.
- Team Around the Family/Child meetings.
- Multi-agency support.

The Heart Room

The Heart Room provides a safe and supportive environment where pupils can access pastoral and emotional support.

Provision is responsive to individual need and may include one-to-one work, small groups, friendship work, nurture activities, restorative sessions and support with emotional regulation.

The school's Family Support Worker also works closely with children and families where wider support is required.

The school recognises that behaviour can be a form of communication. However, changes in behaviour, mood, attendance or presentation will not automatically be attributed to SEND or SEMH. Staff will maintain professional curiosity and follow safeguarding procedures where concerns arise.

What arrangements are in place to prevent bullying and safeguard pupils with SEND?

The school recognises that pupils with SEND, disabilities and certain health conditions can face additional safeguarding challenges and may be more vulnerable to bullying or child-on-child abuse.

Staff are alert to the possibility that:

- Behaviour, mood, attendance or injury may be mistakenly attributed to SEND.
- Communication difficulties may create barriers to reporting concerns.
- Pupils may experience increased isolation.
- Pupils may find it more difficult to recognise inappropriate or harmful behaviour.

- Some pupils may be particularly vulnerable online.

Staff receive safeguarding training and follow the school's Child Protection and Safeguarding Policy.

Appropriate reasonable adjustments will be made to enable pupils to communicate concerns and participate in safeguarding processes.

The school's Behaviour and Anti-Bullying policies set out how bullying and child-on-child abuse concerns are addressed.

How does the school support online safety for pupils with SEND?

The school recognises that some pupils with SEND may experience additional online vulnerabilities.

Online safety education is adapted where necessary to ensure that pupils understand risks in a way that is appropriate to their communication, cognitive and developmental needs.

This includes support to understand:

- Safe and appropriate online relationships.
- Cyberbullying.
- Inappropriate contact.
- Sharing personal information.
- Harmful or inappropriate content.
- Online exploitation.
- Manipulated or AI-generated content and images.
- How and where to seek help.

The school follows its safeguarding and online safety procedures where concerns arise.

How does the school involve external agencies?

RAMJS works collaboratively with education, health, social care and voluntary-sector services according to individual pupil and family needs.

These may include:

- Educational Psychology.
- Specialist Inclusion Support Team.
- Speech and Language Therapy.
- Occupational Therapy.

- CAMHS/CYPPS.
- School Nursing.
- Paediatric and other health services.
- REACH Behaviour Support.
- Golden Hill and other specialist inclusion services where appropriate.
- Children's Social Care.
- Family Help and other children and family services.
- Counselling or therapeutic services.
- Voluntary and community organisations.

The SENDCo may coordinate specialist SEND involvement and school staff may contribute to or coordinate multi-agency meetings where appropriate.

Parents/carers will normally be involved and consent sought before referrals to external SEND services where this is required. This does not prevent information being shared or referrals being made without consent where necessary to safeguard a child or where another lawful basis applies.

Your old report's external-agency list includes Educational Psychology, SALT, CAMHS, REACH/GHIST, health, Children's Social Care and voluntary services. The revised wording keeps these but doesn't lock you into an outdated list.

How does the school work with parents and families?

We aim to develop positive and respectful partnerships with parents and carers.

Families are encouraged to contact their child's class teacher or SENDCo if they have concerns about their child's learning, development or SEND provision.

The school may also support families through:

- Family support.
- SEND meetings and reviews.
- Signposting to appropriate services.
- Family Help and multi-agency support.
- Support with transition.
- Liaison with health and social care professionals.
- Support to understand SEND processes and EHCP arrangements.

Where appropriate, families can also obtain independent information, advice and support through **Lancashire SEND Information, Advice and Support Service (SENDIAS)**.

What should I do if I have a concern or complaint about SEND provision?

In the first instance, parents/carers are encouraged to discuss concerns with the child's **class teacher or SENDCo**.

SENDCo: Mrs Roxanne Bleasdale

Telephone: 01772 792083

Email: deputyhead@ramjs.lancs.sch.uk

If concerns remain unresolved, parents/carers may contact the Headteacher and follow the school's published Complaints Policy.

Parents/carers may also seek independent information, advice and support from **Lancashire SENDIAS**.

Where can parents and carers find further information?

Further information is available through:

- RAMJS SEND Policy.
- RAMJS Inclusion Policy.
- RAMJS Accessibility Plan.
- RAMJS Child Protection and Safeguarding Policy.
- Lancashire's SEND Local Offer.
- Lancashire SEND Information, Advice and Support Service (SENDIAS).
- The national SEND Code of Practice: 0–25 years.

Our commitment

At Ribbleton Avenue Methodist Junior School, SEND provision is built around:

Belonging. Participation. Achievement.

We aim to identify and remove barriers, provide appropriate support and maintain high expectations so that pupils with SEND are able to access an ambitious education, participate fully in school life and achieve positive outcomes.