



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Ribbleton Ave Meth Jnr

School Number: 06020

School/Academy Name and Address	Ribbleton Avenue Methodist Junior School		Telephone Number	01772 792083
			Website Address	www.ramjs.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: N/A	
	No			
What age range of pupils does the school cater for?	Y3-Y6 Age 7-11			
Name and contact details of your school's SENDCO	Roxanne Bleasdale 01772 792083 Deputyhead@ramjs.lancs.sch.uk			

Name of Person/Job Title	Roxanne Bleasdale SENDCo Deputy Headteacher		
Contact telephone number	01772 792083	Email	Deputyhead@ramjs.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	www.ramjs.lancs.sch.uk		
Name	Roxanne Bleasdale	Date	September 2025

Please return the completed form by email to:
IDSS.SENDReforms@lancashire.gov.uk

What is the Local Offer?

The Local Offer provides information for children and young people with SEND and their families about the support, provision and services that are available.

This school Local Offer explains the provision available at Ribbleton Avenue Methodist Junior School and how we identify, assess and support pupils with SEND.

It should be read alongside our **SEND Information Report, SEND Policy, Inclusion Policy and Accessibility Plan**.

Families can also access **Lancashire County Council's SEND Local Offer**, which provides information about education, health, social care, support services and activities available across Lancashire.

Accessibility and Inclusion

What the school provides

Ribbleton Avenue Methodist Junior School is committed to ensuring that pupils with SEND and disabilities are able to participate fully in school life.

The school building is predominantly on one level and public access is at ground-floor level. Wheelchair-accessible routes are available through a number of entrances and doors are sufficiently wide to support wheelchair access. Curtains and blinds are available to help reduce glare and the environment includes measures which can support pupils who are sensitive to noise. These physical-access features are also described in the existing Local Offer.

We make reasonable adjustments according to individual need. These may include:

- Adaptations to the physical environment.
- Adapted seating or classroom organisation.
- Visual timetables and visual supports.
- Sensory resources and movement breaks.
- Alternative methods of recording.
- Assistive technology where appropriate.
- Adapted or additional resources.
- Additional processing time.
- Communication supports.
- Access to quieter spaces.
- Additional adult support where required.
- Adaptations to educational visits, PE and enrichment activities.

Information is provided to parents/carers in an accessible way wherever possible. Where families require additional support to access or understand information, school will work with them to identify appropriate support.

A number of languages are spoken by members of our school community and we will seek appropriate translation or interpretation support where required. Further information about physical and curriculum accessibility is available within the school's **Accessibility Plan**.

Teaching and Learning

What the school provides

We believe that pupils with SEND should have access to an ambitious, broad and balanced curriculum and should be included within the wider life of the school.

Teachers are responsible and accountable for the progress and development of all pupils within their class, including pupils who access additional SEND provision.

High-quality and adaptive teaching is the first response to pupils who have or may have SEND.

Teachers adapt teaching according to pupils' individual strengths and needs. This may include:

- Explicit teaching and modelling.
- Scaffolding.
- Chunking and sequencing learning.
- Retrieval and overlearning.
- Explicit vocabulary teaching.
- Visual supports.
- Flexible grouping.
- Concrete and practical resources.
- Multisensory approaches.
- Alternative ways of recording.
- Additional processing time.
- Adaptations to the learning environment.
- Appropriate use of technology.
- Additional adult support where required.

We recognise that additional interventions cannot compensate for a lack of high-quality classroom teaching. Equally, pupils will not be required to complete a predetermined series of interventions before their SEND needs are recognised.

Where concerns indicate that a pupil may have SEND, the class teacher and SENDCo will consider all available evidence and determine the most appropriate response.

How do we identify pupils who may have SEND?

As a separate junior school, transition information is particularly important to us. Our existing Local Offer describes liaison between RAMJS and pupils' infant schools before pupils transfer into Year 3.

Information may be gathered through:

- Liaison with previous schools/settings.
- SENDCo-to-SENDCo transition discussions.
- Previous SEND records, IEPs and EHCPs.
- Teacher observation and assessment.
- Progress and attainment information.
- Parent/carer views.
- Pupil voice.
- Attendance and engagement.
- Information from health and other professionals.

The pupil's response to teaching and reasonable adjustments.

Specialist assessments where appropriate.

Slow progress or low attainment does not automatically mean that a pupil has SEND. Equally, attainment at or above age-related expectations does not rule out SEND.

Behaviour is also considered within the context of the whole child. Persistent

dysregulation, withdrawal or changes in behaviour may indicate an unmet need but do not automatically mean that a pupil has SEND.

Staff will consider communication, learning, sensory and physical needs, social and emotional wellbeing, health, relationships, attendance, family circumstances and safeguarding concerns as appropriate.

Our Graduated Approach to SEND

Where a pupil requires SEND Support, provision is planned and reviewed through the graduated approach:

Assess → Plan → Do → Review

We describe provision within three broad levels:

Universal Provision

High-quality and adaptive teaching and reasonable adjustments that support access to learning and participation.

Targeted Provision

Additional intervention or support designed to address an identified need.

Examples may include literacy or numeracy intervention, speech and language work, social communication support, emotional regulation work, fine or gross motor programmes or additional support with independence.

Specialist and Individualised Provision

Highly personalised provision for pupils with significant or complex needs.

This may include specialist professional advice, individual programmes, additional adult support, The Nest provision and/or provision specified within an EHCP.

These levels describe provision; they are not sequential hurdles.

A pupil does not have to progress through Universal and Targeted Provision before being identified as requiring SEND Support. Support will be introduced at the level appropriate to the individual pupil, and pupils may access different levels simultaneously.

The Nest

What the school provides

The Nest is a specially designed provision within RAMJS which provides a smaller and supportive learning environment for pupils who require additional or individualised provision.

The existing Local Offer describes significant SEND provision within mainstream school; our current approach develops this through The Nest.

Provision may focus on:

English and mathematics.

Foundational knowledge.

Communication and language.

Cognition and learning.

Independence.

Fine motor development.

Emotional regulation.

Individualised curriculum access.

Teaching may take place individually or within small groups and can include multisensory and highly scaffolded approaches.

Pupils may access The Nest for different amounts of time according to individual need.

Access is based upon identified need and is not dependent upon a pupil having an EHCP.

Pupils accessing The Nest remain part of their mainstream class and wider school community. Opportunities for mainstream participation are maintained wherever appropriate, including assemblies, enrichment, educational visits and social

opportunities.

Provision is regularly reviewed to ensure it remains appropriate and promotes progress, participation and independence.

Reviewing and Evaluating Outcomes

What the school provides

Pupils receiving SEND Support will normally have an **Individual Education Plan (IEP)**.

IEPs identify appropriate outcomes, provision, strategies and adjustments and are reviewed regularly as part of the Assess, Plan, Do, Review cycle.

Parents/carers and pupils are involved in the review process.

When evaluating provision we consider more than academic attainment. This may include progress in:

Communication and interaction.

Cognition and learning.

Literacy and numeracy.

Independence.

Social interaction.

Emotional regulation and wellbeing.

Attendance and engagement.

Participation in school life.

Individual IEP or EHCP outcomes.

The class teacher remains responsible for the pupil's progress, including where interventions or individual/small-group support are delivered by another member of staff.

Where progress remains a concern, the SENDCo and teacher may consider further assessment, changes to provision or specialist advice.

For pupils with an **Education, Health and Care Plan (EHCP)**, provision will reflect the requirements of the plan.

EHCPs are formally reviewed at least annually and additional reviews may be arranged where circumstances indicate this is necessary.

This replaces the old Local Offer wording which still refers to resources "recommended on the statement" and describes specific weekly specialist-teacher arrangements.

Keeping Children Safe

What the school provides

Safeguarding is everyone's responsibility.

RAMJS recognises that pupils with SEND, disabilities and certain health conditions can face additional safeguarding challenges.

Staff are alert to the fact that:

Signs of abuse or neglect may sometimes be mistakenly attributed to SEND.

Communication difficulties can create barriers to pupils reporting concerns.

Pupils with SEND may experience increased isolation or bullying.

Some pupils may be more vulnerable to child-on-child abuse.

Pupils may experience additional online vulnerabilities.

Changes in behaviour, mood, presentation or attendance should not automatically be attributed to SEND.

Staff maintain **professional curiosity** and consider the wider context of changes in a child's behaviour or presentation.

Reasonable communication adjustments will be made where necessary to enable pupils to express concerns and participate in safeguarding processes.

Educational visits and activities are appropriately risk assessed and individual needs are considered when planning participation.

Where necessary, individual risk assessments or safety plans will be developed. The school follows its **Child Protection and Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy and Online Safety procedures**. This is a substantial improvement on the current “Keeping Children Safe” section, which concentrates mainly on trips, PE, collection arrangements and supervision. Those operational arrangements remain important, but the Local Offer should also explain the particular safeguarding considerations for pupils with SEND.

Online Safety

What the school provides

RAMJS recognises that some pupils with SEND may require additional or adapted teaching to understand and manage online risks.

Online safety education is adapted according to pupils' communication, cognitive and developmental needs where necessary.

Pupils are supported to understand issues including:

Online relationships.

Cyberbullying.

Inappropriate contact.

Personal information and privacy.

Harmful or inappropriate content.

Online exploitation.

Manipulated and AI-generated content or images.

How and where to seek help.

School filtering and monitoring arrangements form part of our wider safeguarding approach.

Health, Including Emotional Health and Wellbeing

What the school provides

RAMJS supports pupils with medical, physical, sensory, social and emotional needs through individualised arrangements according to need.

Where a pupil has a medical condition requiring support during the school day, appropriate arrangements will be developed in consultation with parents/carers and relevant health professionals.

Individual Healthcare Plans are used where appropriate and relevant staff are informed and trained according to the pupil's needs.

Medication is managed in accordance with the school's policy for supporting pupils with medical conditions.

Where specialist training is required to safely support an individual pupil, appropriate training will be sought.

Health professionals may work with school and families where appropriate, including School Nursing, paediatric services, Speech and Language Therapy, Occupational Therapy and other specialist health services.

Social, Emotional and Mental Health Support

What the school provides

RAMJS recognises the importance of emotional wellbeing, positive relationships and a sense of belonging.

Support is responsive to individual need and may include:

Heart Room provision.

Nurture support.

Restorative and relational approaches.

Individual pastoral support.

Friendship and social skills groups.

Social stories.

Emotional regulation support.
Counselling.
Therapeutic or play-based 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 space for pupils who require additional emotional or pastoral support.

Pupils may access individual or group support focusing on areas such as friendships, emotional regulation, social understanding, relationships and coping with difficult experiences.

Your previous Local Offer already identifies the Heart Room as a safe and trusted environment and describes nurture, friendship work, social stories and restorative sessions. This remains an important part of the RAMJS Local Offer.

Attendance and SEND

What the school provides

We recognise that some pupils with SEND may experience additional barriers to attendance.

Where attendance difficulties are associated with SEND, anxiety, medical needs or Emotionally Based School Avoidance (EBSA), school will seek to understand the underlying barriers rather than considering attendance in isolation.

Support may include:

Reasonable adjustments.

SEND and pastoral support.

Individualised plans.

Home-school communication.

Family support.

Supported or phased reintegration where appropriate.

Advice from external professionals.

Multi-agency working.

Attendance concerns will also be considered from a safeguarding perspective where appropriate.

Communication with Parents and Carers

What the school provides

We value positive relationships with parents and carers and recognise that they know their children well.

Parents/carers are encouraged to contact their child's class teacher or SENDCo where they have concerns.

For pupils receiving SEND Support, parents/carers will be involved in planning and reviewing provision.

This may include:

IEP reviews.

SEND meetings.

Parent consultation meetings.

EHCP Annual Reviews.

Transition meetings.

Meetings involving external professionals.

Regular communication according to individual need.

We will seek to ensure that information is accessible and understandable and will offer additional support where families require help understanding SEND processes or completing relevant paperwork.

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

Pupil Voice

What the school provides

Pupils with SEND are encouraged to participate in decisions about their education and support.

Pupils may contribute to:

Their IEP and SEND reviews.

EHCP reviews.

Transition planning.

Discussions about what helps them learn.

Decisions about reasonable adjustments.

Evaluation of interventions and support.

We recognise that pupils communicate in different ways. Appropriate adjustments will therefore be made so that communication or language difficulties do not prevent pupils from expressing their views.

Pupils with SEND are also encouraged to participate in wider school pupil voice opportunities.

Getting Help – Complaints, Disagreement Resolution, Mediation and Appeals

Concerns about school SEND provision

We aim to resolve concerns collaboratively with families wherever possible.

Parents/carers who have a concern about SEND provision should normally speak first to their child's **class teacher or SENDCo**.

SENDCo:	Mrs	Roxanne	Bleasdale
Telephone:		01772	792083

Email: deputyhead@ramjs.lancs.sch.uk

Where a concern cannot be resolved informally, parents/carers may contact the Headteacher and use the school's published **Complaints Policy**.

Parents/carers can also obtain free, confidential and impartial information and advice through **Lancashire SEND Information, Advice and Support Service (SENDIAS)**.

EHCP decisions, mediation and appeals

Where a parent/carer disagrees with certain decisions made by the Local Authority in relation to an EHC needs assessment or EHCP, statutory disagreement resolution, mediation and appeal arrangements are available.

Parents/carers may have a right of appeal to the **First-tier Tribunal (Special Educational Needs and Disability)** depending upon the decision concerned.

Current information about mediation, appeals and disagreement resolution should be obtained through Lancashire County Council's Local Offer, Lancashire SENDIAS and GOV.UK.

I would deliberately use this wording rather than copying telephone numbers and mediation providers into your school document. Your existing Local Offer contains detailed provider information and refers to the "Single Route of Redress – National Trial" dating from 2018. Linking families to the current official information prevents your Local Offer becoming inaccurate when arrangements change.

Working Together

What the school provides

Successful SEND provision depends upon partnership between pupils, families, school staff and relevant professionals.

Parents/carers are encouraged to contribute their views through SEND reviews,

meetings, informal communication and wider school consultation.

Pupils contribute through individual SEND processes and wider pupil voice opportunities.

The SENDCo reports to senior leaders and governors about SEND provision and outcomes while maintaining appropriate confidentiality for individual pupils.

The Governing Body provides strategic oversight of SEND and monitors how effectively the school meets its statutory responsibilities.

What Help and Support is Available for Families?

What the school provides

Families are encouraged to contact school where they need help accessing SEND or wider family support.

Our Family Support Worker and SENDCo can support and signpost families according to need.

Support may include:

Help understanding SEND processes.

Support with relevant forms and paperwork.

Signposting to appropriate services.

Support with referrals where appropriate.

Family Help.

Team Around the Family/Child meetings.

Multi-agency support.

Liaison with health, education and social care professionals.

Signposting to community and voluntary-sector support.

Where school cannot provide the required support directly, we will seek to help families identify an appropriate service.

This retains the family-support approach in your existing Local Offer, which already describes assistance with paperwork, signposting and Team Around the Family meetings.

External and Specialist Support

What the school provides

Where appropriate, RAMJS works with external professionals and services to assess needs, provide advice and support pupils and families.

Depending upon individual need, these may include:

Educational Psychology.

Specialist Inclusion Support.

Speech and Language Therapy.

Occupational Therapy.

School Nursing.

Paediatric and other health services.

CAMHS/CYPPS.

REACH Behaviour Support.

Specialist inclusion or alternative provision services.

Children's Social Care.

Family Help services.

Counselling and therapeutic services.

Voluntary and community organisations.

The professionals involved will depend upon the individual pupil's needs and current local service arrangements.

Transition into Year 3

What the school provides

As a junior school, RAMJS recognises the importance of effective transition from

infant or primary settings.

For pupils with SEND, transition may include:

SENDCo liaison with the previous setting.

Secure transfer of SEND records.

Discussions with class teachers and other relevant staff.

Parent/carer meetings.

Pupil visits to RAMJS.

Additional individual visits where appropriate.

Observation or visits by RAMJS staff.

Transition meetings involving professionals where required.

Visual transition resources.

Planning reasonable adjustments and provision before admission.

Transition arrangements are individualised according to the needs of the pupil.

Transition to Secondary School

What the school provides

We work closely with receiving secondary schools to support successful transition.

For pupils with SEND, this may include:

SENDCo-to-SENDCo liaison.

Secure and timely transfer of SEND records.

Transition review meetings.

Additional visits.

Visits supported by familiar RAMJS staff where appropriate.

Visual resources or transition books.

Sharing successful strategies and reasonable adjustments.

Discussion of communication, sensory, learning and emotional needs.

Support to understand new routines and expectations.

Parent/carer involvement.

Liaison with external professionals.

For pupils with an EHCP, transition planning will form part of the statutory review process and the Local Authority's arrangements for phase transfer.

This replaces the old wording which still refers to children having a “**statement of special educational needs**” and makes very specific promises about staff accompanying children and practising their route to secondary school. Those things can still happen — but **where appropriate to the individual child**, rather than being promised as standard provision.

Extra-Curricular Activities and Wider School Life

What the school provides

Pupils with SEND are encouraged to participate fully in the wider life of RAMJS.

This includes access to:

Breakfast provision where available.

Extra-curricular clubs.

Sports.

Educational visits.

Enrichment activities.

Assemblies and celebrations.

Performances.

Wider school events.

Reasonable adjustments and additional support will be considered where required to enable pupils with SEND to participate.

Pupils will not be prevented from accessing an activity solely because they have SEND or a disability where reasonable adjustments can enable their participation.

Lancashire SEND Local Offer and SENDIAS

Families can access further information about SEND services, education, health and social care provision through the **Lancashire SEND Local Offer**.

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

This can include advice about:

SEND Support in schools.

EHC needs assessments.

EHCPs.

Meetings and reviews.

Communication with schools and the Local Authority.

Disagreement resolution, mediation and appeals.

Current contact details are available through Lancashire County Council's Local Offer.

Our Commitment

At Ribbleton Avenue Methodist Junior School, we aim to identify and remove barriers to learning and participation while maintaining high expectations for pupils with SEND.

Provision is matched to individual need and reviewed regularly. We work in partnership with pupils, parents/carers and professionals to promote:

Belonging. Participation. Achievement.

- We also have a specialist sports coach who works with children during the school day, but also runs after school sports clubs every day after school.
- All children are given opportunities to join any club that is relevant to their age. If additional support is needed due to their individual needs, this will be provided.
- All teachers in school and some support staff run extra-curricular clubs. The clubs cover a range of activities including sports, music and academic related clubs. All children are welcome to attend age appropriate clubs.
- New children to the school are always given a 'buddy' to help them to settle in. We have two full time learning mentors who also intervene and provide support for friendship groups and social needs. The learning mentors are employed to work during the lunch break and are often involved with developing children's social skills and ability to play with others.