



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:	
	No		N/A	
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 is a collection of information about the facilities and agencies available for children and young people with special educational needs and disabilities, for their parents/carers and families. The Lancashire Local Offer is constantly being updated and can be accessed below.

This Local offer was compiled after schools and agencies compiled details of the facilities that they offer to the children and young people with SEND in a SEN report. The information is intended to provide parents with more information about the places where they can find support for their children and young people with SEND. It also serves to enable agencies to work together through signposting parents to different types of support.

Please click here to access [Lancashire's Local Offer](#) for SEN.

Getting Help

Click here for [Services, support groups, information, advice and support.](#)

Accessibility and Inclusion

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. Public access is at ground-floor level – with no steps. There is pram and wheelchair access through a number of 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 are able to assist in translating information.
- Four of our classes have a sound system which can be linked to a microphone.
- Other resources specific to the needs of individuals are purchased when necessary in order to ensure that all children have everything they require to meet their needs.

Teaching and Learning

What the school provides

- We strongly believe in early intervention. As we are a separate junior school, we have handover meetings with the infant school to find out about children who require additional support for learning, social needs, behaviour. The Special Educational Needs leaders from both schools meet to discuss children with additional needs.

- Tracking of all children is very thorough and children at each end of the ability range are identified on a separate tracking system. Their progress is closely monitored and intervention put in place when deemed necessary.
- We are very well resourced with support staff. Each class has a teaching assistant all day to give support and intervention to groups of children/individuals where needed.
- 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. To achieve this, we employ a nurturing approach and use restorative practice, led by our pastoral teaching assistant. She works with individual children or groups who need support in managing their behaviour and handling situations with a calm demeanour. This work is done in the "Heart Room," which is a safe and trusted environment located at the centre of the school. The pastoral teaching assistant provides customized support for children with emotional or behavioural difficulties, including group sessions such as friendship groups, nurture groups, Lego therapy, play groups, social stories and restorative sessions. The Heart Room is also open to all children throughout the day if they need to access it. The close relationship between the TA and the children in the school creates a positive atmosphere where children feel secure and valued.
- We use the services of external agencies e.g. Educational Psychologists/ specialist teachers.
- Audits of staff skills, knowledge and understanding are taken to find out where training needs lie. Training is provided internally by the SENDCo or specialist teacher. Staff also attend external training when available in areas of needs. The SENDCo attends Special Educational Needs cluster meetings at which updates on latest policy and practice are addressed as well as other relevant training. The SENDCo then passes on relevant information and training to other staff in school.
- All support staff have annual performance reviews, at which they are asked if they have any training and development needs. This will be followed up with internal or external training to meet these needs.
- The SENDCo is very experienced in the management of Special Needs. This includes matters of finance; tracking all children through data to identify children with additional needs; and delegating staff according to the needs of the children. The school's SENDCo has previously completed the National Award for SEN co-ordination.
- The provision map links directly with the school tracking and data systems. The tracking feeds into the provision map which clearly shows children who are in need of and are receiving additional support for behaviour, emotional or learning needs. The needs of the children, identified in the provision map, is reflected in the budget allocation and in resourcing classes.
- Whilst at the same time following the official guidelines for SATs tests, in order to ensure that children are given the best chance to perform well they do tests in comfortable and familiar surroundings. Leading up to SATs testing, school follows the official procedures for requesting additional time/support for children with Special Educational Needs, so that all children are given the best opportunity to achieve. In the maths test children who have a reading ability

that may hinder their mathematical understanding are given a reader who follows that official guidance on what support they are able to give. Children are given additional time in tests if this has been applied for and agreed through official procedures.

Reviewing and Evaluating Outcomes

What the school provides

- Should a child have an EHC plan, this would be scrutinised in order to ensure that we are meeting the requirements of the objectives. Children would be provided with: the appropriate amount of 1:1 support; resources that are recommended on the statement; and if specialist teacher input is recommended we ensure that this is put in place. This might be from our regular specialist teacher who spends an afternoon in school every week, or other specialists, e.g. from Golden Hill outreach support.

Children have Individual Education Plans which would be generated from:

- the objectives of the EHC plan
- the social/emotional and academic needs of the children
- the observations and assessments of the class teacher and support staff working with the child and the child themselves. Individual Education plans are working documents and work towards the targets is frequent and regularly reviewed.
- Children with EHC plans would have annual review meetings in accordance with the requirements of their EHC plan. Additional/interim review meetings would also be held if the need arose – this could be transition meetings; meetings held to review requirement of support; or meetings to review the suitability of current placement. Parents and children are always kept fully involved in review meetings. They are encouraged to give written and verbal feedback and are kept fully involved and informed of any changes.
- Children who have special educational needs but do not have an EHC plan are very well supported in our school. Children are identified early and supported well. Individual Education Plans are created with SMART targets (specific, measurable, achievable, realistic, time measurable). Class teachers are all very aware of the additional needs of all pupils in class and ensure that lessons are differentiated to meet the needs of all learners and that children are given tasks appropriate to their individual ability. Class teachers, having identified children with Special Educational Needs, ensure that these children are well supported. The school is well resourced with support staff who are deployed

into classes to support children. They also work 1:1 with children on Individual education plan targets. This work is frequent and reviewed regularly.

Keeping Children Safe

What the school provides

- Risk assessments are done for any educational visit or occasion that involves children leaving the school premises. The risk assessment is done by the visit leader (usually the class teacher) who will undertake a visit to the venue to enable them to assess the risks and feed into the risk assessment. The risk assessment will then be checked by the school's Educational Visits Coordinator to ensure that the assessment promotes the safety and well – being of the children. Risk assessments for regular trips (eg weekly swimming) are generic and followed on a weekly basis. Teachers share risk assessments with all staff and all children who are going on a school visit prior to leaving school.
- PE lessons are all taught by a fully qualified teacher. We insist on children wearing appropriate PE kits and suitable footwear. Whilst we try our best to encourage children and to help to make sure they have the right kit, if this is not available then they are not allowed to participate in PE due to safety reasons. As for all other subjects, teachers have a lesson plan for PE which has a clear learning objective so that the teacher ensures that the resources and structure of the lesson are well organised. Resources and equipment are regularly checked for safety. As an integral part of PE lessons safe practice and safe behaviour is always discussed. As with all other lessons, PE is differentiated and children with any difficulties supported in the appropriate manner, in compliance with health and safety.
- At the beginning of the school day children are able to come into school at 8.15am to the school's 'Breakfast Club'; parents pay a small fee for their children to be supervised until the beginning of the school day. Children who are not attending this facility come into the school playground where they are met by a member of staff, they then make their way into their own classroom ready for the start of the day.
- At home time, both year 3 class teachers accompany their classes out to the playground to ensure that all are collected by an agreed adult. If parents in these classes wish for their children to be picked up from someone other than the named adults, they are required to contact school to confirm this arrangement and give a password.
- In years 4, 5 and 6 class teachers take children out onto the playground to meet their parents; however, some of these older children and their parents have expressed a preference that they make their own way home. If this is the case, school requests written confirmation.
- Parents are discouraged from parking directly outside the school for reasons of the safety of the children and consideration to local residents. Very close to the school is a supermarket, Tesco's, who have kindly agreed that at the start and end of the day parents can use their car park and so have only a short walk to the school gates.
- Our school is well resourced with staff, therefore, playtimes and lunchtimes are well supervised for all our children. As well as going out into the school yard to play there are numerous extra-curricular clubs for children to choose to attend.

Every day there is a games club which enables children who do not wish to go out onto the school yard to stay inside and play.

- Our learning mentor is employed to work over the lunch hour, so is available to support any children with problems or issues which make it difficult for them to join in with other playtime activities.
- Our school website www.ramjs.lancs.sch.uk has all statutory policies including our Anti-bullying policy. If parents require a paper copy they are welcome to come to the school office to request one. Bullying is an issue that is addressed throughout the curriculum, from assemblies to PSHE lessons and through the ethos of the school. Children are very aware of our expectations of behaviour and about what to do if they feel that they are a victim of unfriendly behaviour.

Health (including Emotional Health and Wellbeing)

What the school provides

- In line with our 'Medicines in School Policy' parents are asked to fill in a form if they require administration of medication during the school day. Medicines are then stored in a fridge in an area that children have no access to during the day. The medication is then given to the child by an adult at appropriate times.
- Children with inhalers are requested to provide an inhaler that can be kept in school. This is kept in a locked cupboard in the child's own classroom.
- For medical issues of a more serious nature, care plans are drawn up by the school nurse, with details of how the condition should be dealt with safely and efficiently within school. The class teacher and other adults directly involved with the child are aware of the needs of the care plan.
- There are approximately five staff in school who are trained in first aid and have regular updates when needed.
- Any children with health issues such as diabetes or serious allergies are made known to all staff in school, their care plan and photo are displayed so that everyone is aware of symptoms that might need to be acted upon.
- Relevant training is given (either external or internal) when children change class and different staff are responsible for them.
- In case of a medical emergency, an ambulance would be called and the parents contacted immediately.
- The school nurse service is available to school and contacted if we need help or advice on a medical or developmental area. The school nurse will come into school to meet with parents, or children with parental permission. The school nurse will also attend relevant Team Around the Child and Team Around the Family meetings.
- Occupational therapists, Speech and Language therapists and a Play therapist are also available when the need arises and can work with children on school premises.

Communication with Parents

What the school provides

- The school website provides details of staff in school and which staff work in the different classes. We operate an open-door policy which encourages parents to contact school if they have any concerns. In line with our safeguarding policy, parents enter school through the door that leads to the school office where they are asked which member of staff they wish to speak with. They may request a formal appointment or might be happy to catch up with a teacher after school.
- When children move into our school from year 2 parents are invited into school to get to know the environment and the staff in school.
- There is one formal parents' consultation meeting each year, although parents are encouraged to enquire about their children's progress at any time throughout the year if they have any concerns or simply wish to know how their children are progressing. Parents receive two written reports each year. Children with Special Educational Needs have an Individual Education Plan that is reviewed regularly. Parents are encouraged to be part of this process and are initially invited into school by letter, then through a phone call should they fail to respond to the letter. We feel that it is important for parents and children to be part of this target setting and review process.
- There is an open morning in the spring term for all prospective year 3 children. Parents are invited to look around school and ask questions.
- Parents have the opportunity to give feedback through a variety of means: informal conversations; pre-arranged meetings; parental questionnaire (annual); OFSTED Parent View.

Getting Help- Dispute resolution, mediation and appeals

Disagreement resolution

Disagreement resolution is for all children and young people with special educational needs (SEN) and their families.

The service may help if you disagree with a decision a professional has made. This could be a disagreement with:

- The local authority (Lancashire County Council)
- The Educational setting
- Health services
- Social care services

You should first try to resolve any issues through the normal routes via the school's complaints process. If it has not been possible to resolve the issue, you can seek help from the disagreement resolution service.

Disagreement resolution meetings aim to resolve your disagreements in a quick, informal way. A mediator will be there to help you as a neutral third party.

The disagreement resolution service in Lancashire is Global Mediation. Contact Global Mediation's SEN case manager on 0800 064 4488. This service is free of charge and your conversation is confidential.

Appeal an education, health and care (EHC) plan decision

We will always try to work with you to resolve any disagreements about the EHC assessment process, content of a plan or provision. This can include face to face meetings with officers or their managers.

If it has not been possible to reach an agreement, you have the right to appeal to the Special Educational Needs and Disability (SEND) Tribunal (also known as SENDIST). You can find out more about appeals on the GOV.UK website.

Before you register an appeal, you must first contact an independent mediation adviser.

From 3 April 2018 the Single Route of Redress – National Trial gives you new rights to request recommendations about the health and social care needs and provision specified in EHC plans, in addition to the educational aspects, when making a SEND appeal.

Mediation advice

The special educational needs mediation service in Lancashire is [Global Mediation](#). You can contact the mediation adviser on 0800 064 4488.

This service is free of charge and your conversation is confidential.

The mediation adviser will provide you with factual information about mediation.

Once you have received mediation advice it is up to you to decide whether you want to go to mediation before you make an appeal to the tribunal.

If you do want to try mediation, Global's SEN case manager will make all the arrangements for you.

If you do not want to try mediation, the mediation adviser will issue you with a certificate so that you can register your appeal.

Your right to appeal is not affected if you do not have mediation first. The Tribunal will draw no inference if you have not used the mediation services.

If you want to know more about mediation or disagreement resolution arrangements visit the Global Mediation website.

Working Together

What the school provides

We have a school council called 'Pupil Voice' which has 16 members – these are members elected by their peers. Children throughout school are encouraged to pass on suggestions about how we can improve our school through their elected school councillor.

- Parents have the opportunity to give feedback through a variety of means:

informal conversations; pre-arranged meetings; parental questionnaire (annual); OFSTED Parent View

- Parents are regularly informed of their children's progress through written reports or face to face parent consultation meetings. They are also made to feel very welcome through our open-door approach to come into school at the beginning or end of the school day to meet with class teachers who will be happy to discuss children's progress in between the written reports/parent consultation meetings.
- Children are given homework on a weekly basis and parents are encouraged to take an interest in this work and to help and encourage their children. Homework reflects what is being done in class that week, so gives parents a good understanding of what their children are being taught.
- When a vacancy arises in the governing body, parents are informed and we encourage applications for parents to be represented on the governing body. As new governors they will be offered appropriate induction training. All of our governors have specific areas of responsibility, ranging from child protection to curriculum areas. Moira Bentley is our SEN governor.
- The governing body also request information on developments from the Special Educational Needs Coordinator at every full governing body meeting (three times a year). This is a summary of progress being made towards the targets on the SEN action plan.

What help and support is available for the family?

What the school provides

- Parents are encouraged to come into school for support when completing forms or paperwork as we appreciate how challenging and lengthy some administration can be. If paperwork for a review meeting or assessment of a child is required, the Special Educational Needs Coordinator will speak to parents rather than just sending paperwork home and ask if any support is needed to complete them.
- School provides a wide range of advice for parents and if unable to help directly will signpost parents to an appropriate agency. Support is given to help parents apply for housing, parenting courses and other family support.
- If appropriate, Team Around the Family (TAF meetings) are held which are multi agency and provide parents with support in many areas. They are encouraged to bring all information and forms from other agencies into school for assistance in completing them.
- As a Methodist school we also have strong links to the church. Christians Against Poverty is one of the strong links which we promote if appropriate.
- The majority of our children walk to school. However, for those who come by car, parking is available at Morrison's Supermarket, with only a short walk to the school entrance.

Transition to Secondary School

What the school provides

- When the time is approaching for the online application to high school, it is common practice for a member of school staff to accompany parents of children with Special Education Needs on some visits to high school during the school day. This is helpful to parents as it gives them the chance to ask questions that are specific to the needs of their children. During such visits, a short meeting with the high school Special Educational Needs Coordinator is also requested to give opportunities to ask specific question.
- Assistance is given to parents with the online admission form and if necessary, parents can come into school to use the internet and staff will give any further assistance.
- Once children know their high school, if they have a statement of special educational needs a transition review meeting is held. Staff from the new high school are invited to attend this meeting so that a transition programme can be agreed. This usually involves a number of extra visits in addition to the whole school visit which is attended by all year 6 pupils in July. A member of staff from our school will accompany the child on these additional visits, gradually withdrawing their presence so that the child spends more time with staff from the high school. In addition, we prepare children for their journey to school by looking at their route, doing some road safety activities and if necessary, taking the child down their route to school so that they become familiar with their journey. This is all done in consultation with parents. We ask the new high school for details of other systems that they have in place, e.g. diaries/homework journals and introduce children to these and explain how to use them.
- A scrap book with photos and information about the school might also be made so that the child has something to refer to over the school holidays. This might have information about key staff, classrooms or timetables.
- During the transition meeting we will also discuss the child's existing friendship groups and suggest who the child might be placed with in form to help with the initial settling in period.

Extra-Curricular Activities

What the school provides

- We have a breakfast club which is a childcare facility from 8.15am. Parents pay 50p per week for this facility and breakfast is provided.
- There is a wide range of extra-curricular clubs which are run by teachers and by teaching assistants. Some are during the lunch break and some after school.

- 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.