



# Ribbleton Avenue Methodist Junior School

## SEND Information Report

2025-2026

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

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<b>Organisation</b>	Ribbleton Avenue Methodist Junior School
<b>Approved</b>	Governors
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What is the SEND (Special Educational Needs and Disabilities) information report?

As of September 2014, all schools must produce and publish an annual SEND information report. This must be linked to the local authorities Local Offer – Lancashire’s local offer is available at <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

The aim of our report is to give information about what our school offers all pupils, and in particular those who have special educational needs or disability.

<b>What kinds of special educational needs are provided for?</b>	<p>Ribbleton Avenue Methodist Junior School is a mixed Junior school, taking children from Y3-Y6. We have provision to meet the needs of children within the four areas of Special Educational needs. These areas relate to difficulties with:</p> <ul style="list-style-type: none"> <li>• communication and interaction;</li> <li>• cognition and learning;</li> <li>• social, mental and emotional health;</li> <li>• physical and/or sensory needs.</li> </ul>
<b>What are the policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCO?</b>	<p>Children are closely monitored from the day they arrive at school. This is done through teacher observations, and formal and informal assessments and any concerns are quickly acted upon. Class teachers or other staff will voice concerns to the SENDCO and children will be given the support and intervention that is relevant to their needs. Pupil progress is reported to parents three times a year. Senior leaders rigorously monitor children’s progress through half termly pupil progress meetings (6 times a year). Children who are not making progress or who are not working at the expected level for their age are identified.</p> <p>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 allocation of the budget.</p> <p>Children who have special educational needs but do not have an Education, Health and Care Plan (EHCP) are very well supported in our school. 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 – each class has a full-time teaching assistant who is in the lessons for Maths and English. In the afternoons,</p>

	<p>these members of staff are deployed to run a wide range of intervention groups to meet the needs of pupils with additional needs. They also work 1:1 with children on with Individual Education Plan targets. with Individual Education Plan work is frequent and reviewed regularly.</p> <p>The school SENDCO is Roxanne Bleasdale (Deputy Headteacher) and can be contacted on 01772 792083 or Deputyhead@ramjs.lancs.sch.uk</p>
<p><b>What are the arrangements for consulting parents of children with SEN and the children themselves, and involving them in their child's education?</b></p>	<p>Pupil progress is reported to all parents three times each year. Children with SEN have Individual Education Plans that are reviewed on a half termly basis and shared with parents. These have specific targets which are addressed through 1:1/small group work/heart room. The IEPs are regularly reviewed and parents are invited to come into school to meet and contribute to the review process. Children are involved in reviewing targets and in creating new targets. They are asked their opinion on their own progress, what works well and what they might want to change in the approach to support.</p>
<p><b>What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment,</b></p>	<p>Ribbleton Avenue Methodist Junior school is a junior school which takes children from Y3- Y6. Prior to children starting school in Y3, there is a transition programme which enables children to become familiar with the school, routines and adults, as well as helping to inform us about any additional needs of the children who will be beginning in the September. The transition programme includes:</p> <ul style="list-style-type: none"> <li>• 'Moving up morning' – this is when the whole cohort come into the school for a morning.</li> <li>• The y3 teachers spend a morning in the infant feeder school to meet the children and discuss their individual needs.</li> </ul> <p><u>Specifically, for children with SEN:</u></p> <ul style="list-style-type: none"> <li>• SENDCO meeting – the SENDCO meets with the SENDCO of the feeder school to pass on information/records about children who will need additional support.</li> <li>• Any children who it is felt may find aspects of the transition difficult will have a more detailed transition plan with additional visits.</li> <li>• During the summer term, the SENDCO will attend meetings of children who are to move into school in September.</li> </ul> <p><b>For children moving to high school:</b></p> <p>When the time is approaching for the online application to high school, it is common practice for school make an offer to parents for a member of school staff to accompany them 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</p>

<p><b>independent living and participation in society</b></p>	<p>Coordinator will also be requested to give opportunities to ask specific question.</p> <p>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.</p> <p>Once children know their high school, if they have a special educational need, 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 several 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.</p> <p>If felt to be appropriate, scrap books 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 would have information about key staff, classrooms or timetables.</p> <p>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</p>
<p><b>What is the approach to teaching children and young people with SEN?</b></p> <p><b>What adaptations are made to the curriculum and the learning environment of children and young people with SEN?</b></p>	<p>Ribbleton Avenue Methodist Junior School is a fully inclusive school and we endeavour to include all children in all activities and provide them all with the same enriching opportunities. We always seek to develop a person-centred approach to SEN provision. Children are taught in classrooms where work is differentiated to match the needs and abilities of groups of children or individuals. Sometimes small group work or 1:1 support is necessary to meet specific needs of children. Children's needs are identified and intervention is provided accordingly – this may be through intervention groups e.g. specific literacy support, Letters and Sounds, targeted support for maths. In addition, counselling is provided for social emotional and behaviour support.</p> <p>Some children with Special Educational Needs may be given an Individual Education Plan which could include some of the intervention groups above, or individual targets. Children who have special educational needs are identified early and supported well. with Individual Education Plan 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</p>

	<p>well supported – each class has a full-time teaching assistant who is in the lessons for Maths and English. In the afternoons, these members of staff are deployed to run a wide range of intervention groups to meet the needs of pupils with additional needs. They also work 1:1 with children with Individual Education Plan targets. with Individual Education Plan work is frequent and reviewed regularly.</p>
<p><b>What is the expertise and training of staff to support children and young people with SEN? How will specialist expertise be secured?</b></p>	<p>At Ribbleton Avenue Methodist Junior School, we have a highly skilled team dedicated to supporting children with Special Educational Needs (SEN). Our staff are supported by external professionals, including Educational Psychologists and Specialist Teachers, who assess pupils, work one-to-one, advise staff on strategies, and provide training. Specialist expertise covers areas such as Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD). Staff training needs are regularly reviewed and addressed through internal training from the SENDCo or specialist teachers, as well as external courses and workshops. Every class has a Teaching Assistant to provide in-class support, and additional interventions include nurture groups, maths and English support, social skills groups, fine and gross motor skills interventions, speech and language support, friendship groups, extra one-to-one reading sessions, and SEMH support.</p> <p>The Nest (HUB) provision is a specially designed learning space for pupils in Years 3–6 with SEN. It provides a calm, quiet environment where children can access personalised support in English, Maths, and other subjects. Teaching is delivered in small groups using multisensory approaches to help children engage fully and make progress. The provision is flexible, with pupils able to attend morning and/or afternoon sessions depending on their individual needs. Children with Education, Health and Care Plans (EHCPs) or other additional needs benefit from focused support that helps them thrive academically, socially, and emotionally. The Nest is staffed by trained professionals who work closely with class teachers to ensure learning is tailored to each child.</p> <p>All support staff have annual performance reviews to ensure their professional development continues, and the Headteacher and Deputy Headteacher ensures that staff and resources are deployed effectively to meet the needs of all pupils.</p>
<p><b>How is the effectiveness of the provision made for children and young people with SEN evaluated?</b></p>	<p>The effectiveness of the provision made for children and young people with Special Educational Needs (SEN) is evaluated through a comprehensive and collaborative approach that focuses on the well-being and progress of the child. The evaluation process primarily assesses how well staff work together to support the child's needs.</p> <p>Evaluation begins with the initial assessment of a child's SEN and the development of an Education, Health and Care Plan (EHCP) or an Individual Education Plan (IEP). This plan outlines the child's specific needs, goals and the support they require.</p>

	<p>Periodic reviews of the child's progress are conducted to assess whether the provision is effective. These reviews involve collaboration among various professionals, including teachers, special education staff, parents or guardians and the child.</p> <p>Data on the child's academic, social, and emotional progress are collected and analysed regularly. The collaboration among staff members ensures that data is shared and interpreted accurately.</p> <p>The views and feedback of parents or carers are essential in evaluating the provision's effectiveness. They can provide insights into how well the staff is working together and whether the child's needs are being met.</p> <p>Effective provision often involves a multi-disciplinary approach where professionals from various fields, such as special education teachers, speech therapists, occupational therapists and counsellors, collaborate to provide holistic support.</p> <p>Ongoing training and professional development for staff members are crucial for ensuring they have the knowledge and skills to work effectively with children with SEN. Evaluating the effectiveness of these training programs is part of the overall assessment.</p> <p>The child and their family are active participants in the evaluation process. Their input is sought to determine if they are satisfied with the support provided and whether their concerns are being addressed.</p> <p>Ultimately, the effectiveness of the provision is measured by the progress and outcomes achieved by the child. This includes academic achievements, improved social skills, enhanced self-esteem and overall well-being.</p>
<p><b>How are children and young people with SEN enabled to engage in activities available with children and young people in the school who</b></p>	<p>Ribbleton Avenue Methodist Junior School's building is well designed to meet the needs of disabled pupils and parents.</p> <p>All rooms are on one level. All 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.</p> <p>All windows have curtains or blinds to reduce glare and all floors are carpeted to reduce noise.</p> <p>Parents are kept well informed about all aspects of school life, from whole school events to their individual children's progress and development. There are regular newsletters and the school website is frequently 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.</p>

<p><b>do not have SEN?</b></p>	<p>We have a number of staff who speak different languages and who can assist in translating information.</p> <p>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. All activities, including extra – curricular clubs, school trips and enrichment activities are available to all children. Relevant additional provision is made where necessary to ensure that they are able to participate fully and enjoy these activities.</p>
<p><b>What is the support for improving emotional and social development?</b></p>	<p>Our school assemblies are linked to whole school values and help to develop children emotionally and socially. We teach PSHE through the Lancashire Curriculum, which addresses many areas to strengthen the social development of children.</p> <p><b>Heart Room</b></p> <p>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, helping them handle challenging situations with a composed demeanor. Mrs Leeming maintains close communication with these students and their parents to ensure consistency in support.</p> <p>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. We also have a counsellor who spends 2 days each week in school supporting children.</p> <p><b>Staff Training</b></p> <p>All our staff are highly trained and regularly update their knowledge to meet the needs of our students. This includes trauma-informed training as well as ongoing professional development in areas such as social, emotional, and mental health support. This ensures that all staff are equipped to provide consistent, high-quality care and guidance for our children.</p>
<p><b>How does the school involve other bodies, including health and social care bodies, local authority support services and</b></p>	<p>School has very strong links with many different agencies and we work closely with them to support children's needs.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>• Educational Psychologists</li> <li>• Speech and Language Therapists</li> <li>• A Specialist Teacher</li> <li>• CAMHS</li> <li>• Play therapist</li> <li>• School counsellor</li> <li>• REACH and Golden Hill Inclusion Service (GHIST)</li> </ul>

**voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

- Health care specialists local GPs and paediatricians, school nurses
- Children's social care
- Local police and PCSOs
- Local charity groups offering family support
- Safer Neighbourhood Team

School often takes on the role of Lead Professional and coordinates meetings and support for children and families in need.