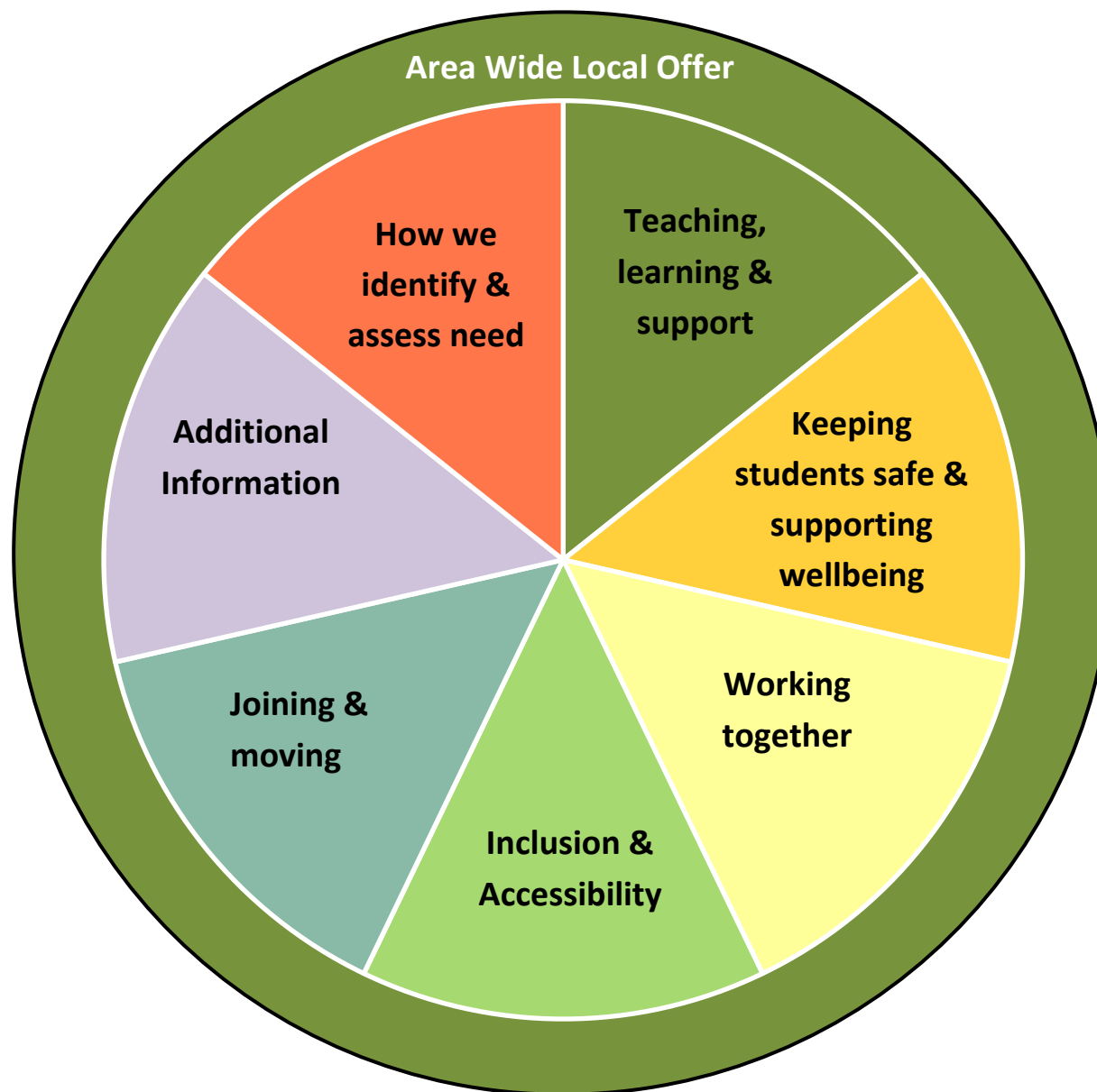


Ridgeway Primary Academy Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

Headteacher: Mrs Joanne Jelves
and Miss Laura Gray
School address:
Ridgeway Primary School
Grange Road
Chasetown
Staffs
WS7 4TU
Telephone number: 01543 227170
Email:
headteacher@ridgeway.staffs.sch.uk
SENDCo – Miss Emily Banks
Email:e.banks@ridgeway.staffs.sch.uk
Assistant SENDCo- Mrs Lucy Pagett
Email:l.pagett@ridgeway.staffs.sch.uk

Ridgeway Primary Academy Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help?

- *Children's attainment and progress is tracked through assessment points but also through daily assessment for learning. We recognise that a child needs additional support when they are making less than expected progress given their age and individual circumstances. This may mean that:*
 - *The child's progress is slower than that of their peers*
 - *The child's rate of progress has slowed down*
 - *There is a gap between the child's attainment and that of their peers*
 - *The gap in attainment widens over time*
 - *Additional adult support and/or resources are required to access the curriculum*
- *If your child is not meeting age-related expectations and/or progress is a concern then your child's class teacher, with support from the SENDCo, will identify any potential barriers to learning and plan strategies and intervention programmes that will aim to accelerate progress and close gaps in attainment.*
- *In the first instance, any concerns would be raised with the parent to see if they share these concerns. Targets would then be set to support the child to make progress. If there is no further progress or concerns persist, then the child would be considered for the SEND register.*
- *Following this the pupil would be assessed using the school SEND testing programmes.*
- *If the standardised scores fall below 85 in 2 areas, consideration would be made as to whether to place the child on the SEND register. This would not automatically be the case, it would be based on a discussion with the parents, class teacher and SENDCo*
- *The school has a wide range of interventions for learning such as RWI for phonics, Mathematics Mastery for Maths, Precision teaching for a range of areas of learning.*

What should I do if I think my child or young person needs extra help?

Any concerns about your child should be raised with your child's class teacher in the first instance. You can arrange to meet with them either before or after school by speaking to them directly, or by contacting the school office on 01543 227170 to arrange an appointment. He/she may suggest that you also meet with the Special Educational Needs and Disabilities Co-Ordinator (SENDCo) Miss Emily Banks, who will be able to advise on possible next steps and further support services available to you and your child. You are able to contact the SENDCo to arrange a meeting by either telephoning the school office on 01543 227170 or by emailing the SENDCo directly at e.banks@ridgeway.staffs.sch.uk

Where can I find the setting/school's SEND policy and other related documents?

- **All our policies can be found on the school website.**
- www.ridgeway.staffs.sch.uk/school-information/policies

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

- *Teachers plan learning taking children's next steps into account. They differentiate their teaching to meet the needs of all learners in their class. If a child has identified SEND then the teacher will differentiate teaching and learning and possibly the learning environment to remove barriers to learning and enable them to access the curriculum more easily. Children may also be provided with specialist support from external agencies, specialised equipment and/or resources as well as additional support from the teacher and teaching assistant.*
- *Children who are on the SEND register will have provision that is planned for them based on the targets that they have. The provision is planned using the whole school provision map. Each child's interventions are then tracked and reviewed at regular intervals. These provisions might be group or individual at this stage.*
- *Children with an EHC plan have a more comprehensive individualised programme of support. Individual timetables are created to show the level of weekly support. The support for these children is targeted to their specific needs. Support may be given through The Nest, small group work or on a 1-1 basis.*
- *Parents are offered an opportunity to meet the SENDCo twice a year to discuss the needs and provision. If a parent wishes to discuss anything further, they are encouraged to contact the SENDCo.*
- *Parents are given copies of the targets the child is working on in school and are encouraged to contribute to these.*
- *School uses a range of interventions for learning. Some of these include:*
 - *RWI interventions*
 - *Mathematics Mastery Ready to progress*
 - *EPATT for reading*
 - *Precision teaching for Reading, Spelling, Phonics, Maths*
 - *Nurture including play therapy, lego therapy, outside fun sessions*
 - *Forest School*
 - *ELSA*
 - *School uses a range of strategies to differentiate learning for children who are on the SEND register. The staff know the children well and use this information to target their questions to support and develop learning. Differentiation can be seen in a number of ways such as, but not limited to:*
 - *Questioning*
 - *Through the task set*
 - *Support given*
 - *Outcome expected*
 - *Resources given to help scaffold learning*

How will the curriculum and learning environment be matched to my child or young person's needs?

Teaching, Learning and Support

- *School uses a range of strategies to differentiate learning for children who are on the SEND register. The staff know the children well and use this information to target their questions to support and develop learning. Differentiation can be seen in a number of ways such as, but not limited to:*
 - Questioning
 - Through the task set
 - Support given
 - Outcome expected
 - Resources given to help scaffold learning
- *School have access to a range of outside agencies to help support learning. These include but are not limited to:*
 - Educational Psychology Service
 - Visual Impairment team
 - Hearing impairment team
 - Autism Inclusion Team
 - Behaviour Support team
 - Malachi
- *School uses a range of interventions for learning. Some of these include:*
 - RWI interventions
 - Mathematics Mastery Ready to progress
 - EPATT for reading
 - Precision teaching for Reading, Spelling, Phonics, Maths
 - Nurture including play therapy, lego therapy, outside fun sessions
 - Forest School
 - ELSA
 - *School uses a range of strategies to differentiate learning for children who are on the SEND register. The staff know the children well and use this information to target their questions to support and develop learning. Differentiation can be seen in a number of ways such as, but not limited to:*
- *Arrangements are made for children who are accessing tests. This might include:*
 - Extra time allocations
 - Readers/scribe
 - Coloured paper
 - Individual rooms
 - Rest breaks
 - Modified tests

Teaching, Learning and Support

How resources are allocated to meet children or young people's needs?

- *The budget is allocated through a discussion with the Co-headteachers and SENDCo.*
- *Quality First Teaching for all is the primary focus for all children*
- *Additional interventions are funded out of this budget*
- *Resources and interventions are purchased from this budget*
- *Where a child is considered to be eligible for additional funding, this application would be completed by the SENDCo with involvement from the class teacher, other agencies and parents.*

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

- *Class teachers and the SENDCo will meet termly to establish the priorities for what additional support is needed*
- *Parents meet termly with parents/carers to discuss needs and progress*
- *Parents are kept informed of other changes as they happen, for example if additional funding is needed or an EHC is being considered*
- *Other relevant agencies will be involved by setting targets, for example, Speech and Language will feed into targets for intervention.*

How will equipment and facilities to support children and young people with SEND be secured?

- *Each classroom has a box of resources that can be accessed to support learning. These include, but are not limited to, items such as:*
 - *Easy grips pens/pencils*
 - *Easy grip rules*
 - *Coloured overlays and reading rulers*
 - *Bright coloured glue sticks*
 - *Fiddle toys and anxiety resources*
 - *Different colour whiteboards*
 - *Coloured paper exercise books*
 - *Thick lined exercise books*
 - *Play doh*
- *Class teachers, TAs or key workers can give these items to children if they feel they will benefit from them*
- *They would be listed on the IEP if used*
- *SENDCo audits these resources annually.*

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Teaching, Learning and Support

How will you and I know how my child or young person is doing?

- *Progress will be assessed in a number of ways.*
- *Class teachers will look at daily progress to see how the child is doing*
- *The targets are their IEP are assessed each time work is completed on them. This is a working document so as soon as targets are met, new ones are identified and parents informed.*
- *Teachers complete regular in class assessments to show progress. These are both teacher judgement and test based.*
- *SEND tests are completed with all children on the SEND register for cognition and learning twice a year.*
- *Parents are kept informed of progress at termly parents evening.*
- *School has an open door policy where parents can ask for more regular updates.*
- *Children with a key worker and an EHC will have communication via either email or a home/school link book*
- *Parents with their own learning needs can make school aware of this and additional individual measures will be in place to ensure their understanding is supported where necessary.*
- *Specialist services and other agencies liaise with the SENDCo as a central point and class teachers where necessary.*

How will you help me to support their learning?

- *Parents will be informed of how to support pupils at home through:*
 - *Parents evening*
 - *Informal discussions with parents*
 - *Tapestry*
 - *SEND meetings*
 - *Inspire workshops*
- *Inspire workshops are offered for all year groups as an opportunity for parents to learn alongside their children.*

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

- *Children are involved in all stages of the SEND process.*
- *Children know their targets (at an age appropriate and developmental appropriate stage)*
- *Children get feedback about how they are doing and feed into planning about how to help them*
- *Child voice includes pupil interviews, feedback into IEPs and EHC reviews.*

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Teaching, Learning and Support

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

- Provisions are planned, carried out and reviewed every 6 weeks as a minimum. Some interventions take place over a longer period of time.
- Success of provision is evaluated termly at the APDR meetings with class teachers and SENDCo
- Children with an EHC have an annual review as well to look at outcomes
- Children are involved in the review of their targets and rewarded for achieving them
- Parents are involved in the review as part of the termly meetings
- Parents and children are involved in the annual review process.
- Pupil interviews are used for children to feedback their views

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- Class teachers or Teaching Assistants meet the children on the door each day and see the children out to parents at the end of the day
- There are high levels of staff on break duty each day including all children with an EHC having their key worker supporting them
- At lunchtime, each class has its own Lunchtime supervisor and they know the needs of their children well.
- Where possible the lunchtime supervisor is also a member of classroom staff such as a key worker
- Staff complete indoor and outdoor risk assessment daily checks in EYFS
- All classroom areas, outside spaces and activities have their own risk assessments
- PE is taught by experienced staff who know the needs of the children well.
- All children are supervised moving around the school.
- Children with additional needs have PEEPs and care plans in place for their individual needs.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

- The school has a strong Pastoral Team which includes the SENDCo, LAC Designated teacher, Mental Health Lead and Assistant SENDCo.
- School has robust policies in place for supporting children who may need additional pastoral support
- The learning mentor is none class based meaning she is available to support children quickly when needs are identified
- School has a strong stance on addressing any concerns of bullying.
- The Anti bullying policy can be found on the school website

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Keeping students safe and supporting their wellbeing

- *The hub is used as a safe space for children with SEMH needs and it provides them with the space and time they need to calm down*
- *The Nest is open at lunchtime if children need a space to regulate and reflect if an incident has occurred outside.*
- *Social groups are run to support children who are struggling with friendships.*
- *Pupil parliament is in place across Y3-6 to ensure all children take an active part in having a voice in school*
- *ELSA is used within school to support children with their emotional wellbeing.*

○

How will you manage my child or young person's medicine or personal care needs?

- *School's policy on Administration of Medication can be found on the school website*
- *Children can have routine, prescribed medication administered if they require it at least 4 times a day (3 if in after school club)*
- *Parents must complete a medication form with the office staff.*
- *All medication is kept in the office unless it must be kept on the child's person (i.e. epipen)*
- *Medication is administered by the school office staff who are first aid trained*
- *A record is kept of all medication administered and is witnessed by 2 staff*
- *Medication in Sunny Days is logged in the same way but additional medications may be administered such as calpol for teething etc.*
- *In EYFS, children who require personal care will have their needs met as a routine process. Records of this would be kept on the Tapestry care diary*
- *In Reception upwards, any child needing personal care would require a care plan to be put in place for their additional needs.*
- *School has emergency epipens and inhalers for use in an emergency and under the direction of 999 call handler*
- *Children are allowed to take time off for medical appointments.*
- *School understand that some children will need regular appointments based on their conditions.*
- *The SENDCo and parents create the care plan if one is needed.*
- *Care plans are signed by school and home.*
- *Care plans are shared with classroom staff and first aiders where necessary*
- *School have high numbers of first aiders*
- *EYFS have all relevant staff trained to meet the EYFS statutory guidance.*

What support is there for behaviour, avoiding exclusions and increasing attendance?

- *Behaviour at Ridgeway is strong.*
- *Children behave well*
- *The 3 school rules are 'Be Ready, Be Respectful, Be Safe'*
- *Class Dojo's are used in school*

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Keeping students safe and supporting their wellbeing

- *Children with additional needs may have a separate reward system*
- *Children with additional needs may be subject to a Pastoral Support Plan*
- *School seek support from a number of outside agencies where appropriate. The main ones would be Entrust Behaviour Support Team and Autism Outreach Team*
- *The school behaviour policy can be found at www.ridgeway.staffs.sch.uk/school-information/policies*

How do you support children who are looked after by the local authority and have SEND?

- Children who are looked after by the local authority and have SEND have access to all the same support
- In addition they may have additional support allocated as part of their PEP meeting
- These children would also have priority access to all provision and support.

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Working Together

Who is involved in my child's education?

- All children will have a class Teacher from Sunbeams to Y6.
- In EYFS all children will have a key worker
- All children in all settings will be supported by the SENDCo if they have additional needs.
- All children have support from a classroom or year group Teaching assistant where appropriate
- Some children with an EHC will have a key worker.
- It is the class teacher's responsibility to plan for your child and oversee their learning.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- All relevant staff have access to target and provision information
- Termly meetings between the class teacher and SENDCo will ensure time is given to ensure understanding of needs
- Key workers meet with the SENDCo termly
- Pupil passports are in place for all staff who work with the child to understand individual needs

What expertise do you have in relation to SEND?

- The School SENDCo is experienced in dealing with SEND
- School staff are trained each term on different aspects of SEND
- Staff have had training on:
 - SEMH needs
 - Cognition and Learning
 - Communication and interaction
 - Sensory/medical needs
 - Dyslexia
 - Autism
 - ADHD
 - Sensory processing disorder
 - Pathological demand avoidance
 - Regulation strategies
- School uses a range of in house training run by the SENDCo or assistant SENDCo, peer to peer support or modelling.
- All staff are always included in the training.

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Working Together

- *Outside agencies are also used to deliver training such as Autism Inclusion Team for awareness training and Education Psychologist for Restrictive Physical intervention training, Dyslexia training and Regulation training.*

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

- *School works closely with a range of outside agencies to support all children. These include:*
 - *Health professionals such as Paediatrician, Physiotherapy, Occupational therapy*
 - *Tier 1,2,3 and 4 family support services, including social services where necessary*
 - *Charities and voluntary organisations*
 - *Action for children and CAMHS to support emotional wellbeing*
 - *0-19 service*
- *The SENDCo would take a lead on these discussions but may pass the authority to other relevant staff*

Who would be my first point of contact if I want to discuss something?

- *The first person to contact would always be the class teacher (or key worker in EYFS)*
- *If your child has SEND, the SENDCO and Assistant SENDCo would be happy to offer any support needed.*

Who is the SEN Coordinator and how can I contact them?

Miss Emily Banks is the named SENDCO and Mrs Lucy Pagett is the named Assistant SENDCO for all settings across the school which includes

- *Ridgeway Primary School*
- *Ridgeway Sunbeams*
- *Ridgeway Rainbow Tots*
- *Sunny Days Nursery.*
- *They can both be contacted via the school office on 01543 227170. Miss Banks can also be contacted via her email address which is **e.banks@ridgeway.staffs.sch.uk***

What roles do your governors have? And what does the SEN governor do?

Note: must include information around looked after children

The governor for SEND is Mrs Karen Walden

She meets with the SENDCo twice a year to monitor provision and support action plans.

How will my child or young person be supported to have a voice in the setting, school or college?

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Working Together

- *Children all take an active part in their own learning*
- *All children are encouraged to voice their questions, views and concerns through question boxes in the classroom, pupil interviews, and questionnaires*
- *Children can offer their views in a way that they feel comfortable and able to do*
- *Key workers ensure that children can offer their views in the annual reviews*
- *Pupil parliament is used to ensure children from Y3-6 have a voice across the school*

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

- *All vacancies are offered to parents of all settings*
- *Parents are offered opportunities for volunteer work such as reading volunteers or as additional adults on trips*
- *School has a parent council to support parent voice*
- *Parent Mail is used to gain parent voice through forms that parents can complete*

What help and support is available for my family through the setting?

- *Miss Woodward leads the pastoral team and Miss Banks is the SENDCo. Both are available to support parents with anything that they need. This support includes but is not limited to:*
 - *Completing forms and paperwork or travel plans*
 - *Guidance for parenting*
 - *Supporting difficulties in the home*
 - *Support for accessing learning*
- *If Parents require this support, they can access it via the school office on 01543 227170*

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

- All of our extra-curricular activities are adapted to ensure that all pupils can access them
- Trips and visits are carefully risk assessed to ensure all children can access them
- After school club are offered to all pupils.
- Some clubs are free and some have a small cost to cover the resources.
- All Pupil Premium children have access to some free clubs
- All children are encouraged to access clubs, visits and trips no matter what their needs.
- Staff may complete a pre visit where needed
- SEND Children are offered the opportunity to visit the residential setting before the trip to help them to be more confident on the trip
- Parents and children are involved in the planning of trips where adaptations are needed.

How accessible is the setting's environment?

- School has a soft play area for children to calm down (in the The Nest)
- Both Sunbeams and Sunny Days have a sensory space to play where needed
- School staff have training in Sensory Processing Needs to support children who need it
- School work closely with the VI and HI team to ensure all accessibility needs are met
- SEND pupils are supported to access all facilities and extra work has been done such as an extra path being put in to accommodate this.
- School has an accessibility plan which can be found on the website
- School use alternative communication such as Makaton, PECS, BSL to support children where necessary.

Is the building wheelchair accessible?

Fully Accessible ☐

Partially Accessible ☒

Inclusion & Accessibility

Not Accessible ☐

Details (if required)

The school is only partially accessible as part of the site is a 2 story block. School have a stair walker which can be used to get children down the stairs where necessary. School also have additional routes in and out of the building to support wheelchairs where necessary. School work closely with the LA team to ensure children who require access, can do this safely.

Are disabled changing facilities available? Yes ☒
No ☐

Details (if required)

There is a DDA toilet in the main office and full DDA changing and toilet facilities in the lower building by the staffroom. This includes a hoist, changing table and CloseMat toilet.

Are disabled toilet facilities available? Yes ☒
No ☐

Details (if required)

See above

Do you have parking areas for pick-up and drop-offs? Yes ☐

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Inclusion & Accessibility

No ☒

Details (if required)

Parking on site is limited. Should a parent need this for a child, individual discussions would be held.

Do you have disabled parking spaces for students (post-16 settings)? Yes ☐

No ☒

Details (if required)

NA

----- Click here to return to the front page -----

Joining and moving on

Who should I contact about my child or young person joining your setting?

- *The admissions policy can be found on the school website.*
- *In the first instance parents should contact the school office when joining the school*
- *Miss Emily Banks can be contacted on **e.banks@ridgeway.staffs.sch.uk***

How can parents arrange a visit to your setting, school or college? What is involved?

- *We offer open days in the Autumn term for any parents to attend*
- *Parents are also invited to a 'show around' with a member of SLT when they enquire about joining the school*
- *If parents know their child has SEND, they should mention this to the office when they enquire and the show around would be with the SENDCo*
- *At this visit, the parents (and child if they attend) would be given a tour of the school and have an opportunity to ask an questions*
- *Children may be offered a settling in session depending on age and needs.*

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Joining and moving on

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

- *When starting all children will be offered a visit to the school prior to being on role*
- *In some circumstances, children will be able to attend a settling in session*
- *Staff in EYFS will liaise with any previous setting for a transition meeting*
- *Where appropriate, home visits may be offered in EYFS*
- *For children with additional needs, extra arrangements may be made such as a staggered start process, visits before and after the school day, SENDCo visiting the previous school, liaising with other professionals etc. For these pupils, an individual transition plan will be created.*
- *When moving on to another setting, children in Y6 will have transition visits as planned with the high school. Extra sessions may be offered where appropriate.*
- *Children in need of it will be offered transition sessions with the learning mentor*
- *The SENDCo will liaise with the receiving school and pass all files and CPOMS notes.*
- *Additional transition arrangements may be made where appropriate.*

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Additional Information

What other support services are there who might help me and my family?

- *Parents can contact the following services who work with the school. If you cannot see the service you require, please speak with Miss Banks who can advise you further:*
 - *SENDIASS*
 - *Visual Impairment Team*
 - *Hearing Impairment Team*
 - *Behaviour Support Team*

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Additional Information

- Autism Inclusion Team
- Malachi

- Details of all the services above can be found at **www.staffordshireconnects.info**

When was the above information updated, and when will it be reviewed?

This document was written in October 2024. It will be reviewed annually and presented to the Governor Meeting 3.

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at **www.staffordshireconnects.info**

What can I do if I am not happy with a decision or what is happening?

- The school complaints policy can be found on the school website
- **www.ridgeway.staffs.sch.uk/policies**

Type of Setting (tick all that apply)

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| ☒ Mainstream | ☐ Resourced Provision | ☐ Special | | |
| ☒ Early Years | ☒ Primary | ☐ Secondary | ☐ Post 16 | ☐ Post 18 |
| ☐ Maintained | ☒ Academy | ☐ Free School | ☐ Independent/Non/Maintained/Private | |
| ☐ Other (Please specify below) | | | | |

Foundation school.

DFE Number

8602418

District

- | | | | |
|------------------------------------|---|---|--|
| ☐ Cannock | ☒ Lichfield | ☐ East Staffordshire | ☐ Tamworth |
| ☐ Newcastle | ☐ Moorlands | ☐ Stafford | ☐ South Staffordshire |

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Additional Information

Specific Age range

Sunny days offers 6 weeks to 5 years for 50 weeks of the year. This setting is open from 7am to 6pm Monday – Friday
Ridgeway Rainbow Tots offers places for 2 year olds 9am-12pm Monday – Friday. This is term time only. Sessions can range from 1- 5 a week
Ridgeway Sunbeams offers term time only places for 3-4 year olds. The children can access 15 hours 9am – 12pm Monday- Friday. In addition, the setting offers up to 30 hours for eligible parents as well as the option to pay for wrap around care.
Ridgeway Primary School has 60 place from Reception to Y6.

Number of places

Main school capacity is 420 pupils.
The other settings can vary based on adults.

Which types of special educational need do you cater for?

☒ inclusive mainstream school ☐ special school

Offer specialisms in. Tick all those that apply.

- | | |
|--|---|
| ☒ Resource for autism | ☒ Resource for social, emotional and mental health |
| ☒ Resource for cognition and learning difficulties | ☐ Fully accessible environment – for pupils with physical or sensory needs |
| ☒ Deaf friendly | ☒ Resource for moderate learning difficulty |
| ☒ Resource for physical disability | ☒ Resource for profound and multiple learning difficulty |
| ☒ Resource for severe learning difficulty | ☒ Resource for speech, language and communication needs |
| ☒ Visual impairment friendly | |

Other specialist support/equipment:

☒ Specialist technology

Comment:

☐ Rebound trampoline

☐ Hydrotherapy

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Additional Information

- | | |
|---|--|
| ☐ Accessible swimming pool | ☒ Medical |
| ☒ Outreach and family support | ☒ Therapy services |
| ☒ Bought in support services | ☐ Hearing loop |
| ☒ Sensory room/garden | |

SEND Information Report
Written by Miss Emily Banks
SENDCO
January 2026