



Team Ridgeway



SEND Information Report
Ridgeway Primary School



SEND Information Report

Contents

Click the page image to go to that section



Mission, Vision & Values



Introduction to SEND



What is SEND?



Communication and Interaction



Cognition and Learning



Social, Emotional and Mental Health (SEMH)



Sensory and/or Physical Needs



Frequently Asked Questions



SEND | Mission & Values

How do leaders ensure that this strategy is appropriate for the school?

Mission:

At Team Ridgeway we are driven by the joy of seeing our children develop, seeing their sense of achievement, and the desire to make a lasting impact on their future through education.



Team Ridgeway's Vision:

Igniting curiosity



Nurturing growth



SEND | Mission & Values

How do leaders ensure that this strategy is appropriate for the school?

Values:

Our values for the whole school community are...

- **Ambitious** (being our brilliant best)
- **Respectful** (of ourselves, other people and our environment)
- **Celebrating difference** (promoting tolerance in ourselves & others)

We work towards these values using them as our Curriculum Drivers and using our LEARNERS Code.



In Team Ridgeway, we recognize that every child is unique and deserves the opportunity to thrive. By carefully considering the four areas of special educational need and disability, we are able to provide personalised support that empowers each child to reach their full potential. Our commitment to inclusivity and collaboration with families and specialists ensures that all children at our school are given the best possible start in life.





SEND | Introduction

SEND @ Team Ridgeway

At Team Ridgeway, our intent for supporting children with Special Educational Needs and Disabilities (SEND) is rooted in our belief that learning is a lifelong journey for every child. We strive to ensure that all learners, regardless of their individual needs, can make sense of their learning and feel valued within our school community.

Guided by our mission to make a lasting impact through education and our vision of igniting curiosity and nurturing growth, we aim to create an inclusive environment where every child can flourish.

Our approach is underpinned by the values of being ambitious, respectful, and celebrating difference, which drive our curriculum and shape our LEARNERS Code. Through these principles, we seek to empower all children to become confident, successful learners who know they are loved and supported.



Mr Wilson is our Special Educational Needs & Disabilities Coordinator (SEND Co).

Please, feel free to contact them via the school office or via the [SEND email](#).



SEND | Introduction

Additional Support



The Derbyshire Local Offer

The Derbyshire Local Offer is an interactive website showing the provision available in Derbyshire for children and young people aged 0 - 25 with Special Educational Needs and Disabilities.

It's aim is to help and support children & young people with special educational needs and disabilities to be more confident in their communities and live independently.



Derbyshire Information Advice & Support Service for SEND

Derbyshire Information, Advice and Support Service (DIASS) is the new name for the Parent Partnership Service. We provide independent information, advice and support to children and young people with special educational needs and disabilities (SEND), as well as their parents and carers. This includes Autism, Aspergers, ADHD, Dyslexia or any other special educational need.



SEND | What is SEND?

SEND stands for Special Educational Needs and Disabilities. A child may have SEND if they need more help than other children of the same age to learn or access school life.

Three Levels of Support

1. Universal Support

- Available to all children.
- High-quality teaching that meets different learning styles.
- Inclusive strategies like:
 - **Visual aids and clear instructions.**
 - **Adaptive teaching.**
 - **Positive behaviour and well-being support.**

Goal: Every child can access learning successfully.

2. Targeted Support

- For children who need extra help beyond universal support.
- Examples:
 - Small group work for reading, writing, or maths.
 - Speech and language groups.
 - Social skills programmes.

Goal: Help children catch up and manage mild additional needs.

3. Specialist Support

- For children with significant or complex needs, often with an Education, Health and Care Plan (EHCP).
- Examples:
 - 1:1 support from a teaching assistant.
 - Specialist input from professionals (speech therapists, occupational therapists).
 - Adapted curriculum or assistive technology.

Goal: Ensure every child can access education and thrive.

How We Work With Parents

- Regular meetings to review progress and agree targets.
- Clear communication about support and next steps.
- Working together to help your child succeed.



SEND | Assess Plan Do Review (APDR)

What is APDR?

It's a **cycle of support** schools use to help children with special educational needs. It ensures that support is **planned, monitored, and adjusted** regularly so your child gets what they need. It's a continuous process that makes sure your child's needs are met and support is updated as they grow and learn.

Assessment

1. Assess

- The school looks at your child's needs.
- This might include teacher observations, assessments, and your input as parents.

The goal: Understand what your child finds difficult and what they need to succeed.

Plan

2. Plan

- The school agrees on the support given.
- This could include extra help in class, specialist interventions, or equipment.
- The plan will include clear targets for your child.
- Parents are involved in this planning.

Do

3. Do

- The agreed support is put into action.
- Teachers and support staff work with your child using the strategies and resources planned.
- This happens during everyday lessons or through extra sessions.

Review

4. Review

- After a termly, the school checks:
 - Has the support worked?
 - Has your child made progress?
- You'll be invited to discuss what's working and what needs to change.
- If needed, the plan is adjusted and the cycle starts again.



SEND | Four Areas of Need

There are four areas of need in SEND as defined in the UK SEND Code of Practice. These areas help us, as a school, identify what kind of support your child needs. A child may have needs in more than one area, and support is tailored individually.

1. Communication and Interaction

What it means:

- Difficulties with speech, language, and communication. This can include understanding language, expressing themselves, or social interaction.
- Examples:
 - Speech delay
 - Autism
 - Struggling to follow conversations or instructions

2. Cognition and Learning

What it means:

- Challenges with learning, thinking, and understanding. Children may learn at a slower pace or need adapted teaching methods.
- Examples:
 - Dyslexia (reading difficulties)
 - Dyscalculia (math difficulties)
 - Moderate or severe learning difficulties

3. Social, Emotional and Mental Health (SEMH)

What it means:

- Difficulties managing emotions, relationships, or mental health. This can affect behaviour and ability to learn.
- Examples:
 - Anxiety or depression
 - ADHD
 - Behavioural challenges

4. Sensory and/or Physical Needs

What it means:

- Physical disabilities or sensory impairments that affect access to learning.
- Examples:
 - Hearing or vision impairment
 - Cerebral palsy
 - Medical conditions affecting mobility



Communication & Interaction

Assessment

Assessment:

- AET Progression Framework
- Phonics Assessments
- CT/TA Observations
- Specialist support and interventions e.g. Educational Psychologists (EPs),
- NIPA and NAPA | Phonological Awareness

Universal

- ✓ Meet and greet
- ✓ Modelling conversations
- ✓ Visual timetable
- ✓ Dictation
- ✓ Talked through expectations
- ✓ Targeted questioning
- ✓ Pace and pitch altered to support learning needs
- ✓ Calm learning environment

Targeted

- ✓ Coached self-reflection conversations around behaviour
- ✓ ELSA
- ✓ Targeted teaching and adult support
- ✓ Good choice reminders
- ✓ Additional modelling
- ✓ Personalised visual timetable

Specialist

- ✓ Individualised interventions e.g. Talkboost
- ✓ Specialist team involvement e.g. Speech and Language



SEND | Communication and Interaction

Cognition & Learning

Assessment

Assessment:

- AET Progression Framework
- CT/TA observations
- Verbal and non-verbal reasoning test Standardised reading and spelling assessments
- Formative Footprints
- Reading / Spelling Age
- Visual perception tests (overlays)

Universal

- ✓ Adaptive teaching
- ✓ Easy access to equipment
- ✓ Chunking
- ✓ Key vocabulary displayed
- ✓ Visual support across the curriculum
- ✓ Check understanding of classwork and homework tasks
- ✓ Worked examples
- ✓ Extra processing time
- ✓ Differentiated tasks
- ✓ Visual timetable
- ✓ Visual checklist
- ✓ Word banks

Targeted

- ✓ Gap analysis for targeted teaching/support
- ✓ Scaffolded writing templates
- ✓ Scaling techniques
- ✓ Targeted questioning and tasks
- ✓ Pre-teaching of key vocabulary
- ✓ Post-teaching and consolidation
- ✓ Additional modelling
- ✓ Additional phonics/reading groups
- ✓ Continuum curriculum

Specialist

- ✓ Specialist support and intervention programmes e.g. SNIP for reading and spelling
- ✓ Use of specialist programmes to make resources e.g. Communication in Print, Widgit



SEND | Communication and Interaction

Cognition & Learning

Continued

Universal

- ✓ High frequency word mats
- ✓ Writing frames
- ✓ Now, then, next board
- ✓ Talked through expectations
- ✓ Dictation
- ✓ Brain breaks
- ✓ Paired/group/support ed learning
- ✓ I pads to support learning

Targeted

- ✓ Targeted adult support
- ✓ Memory strategies
- ✓ Tasks simplified or extended
- ✓ Coloured resources e.g. paper or overlays
- ✓ Practical maths equipment
- ✓ Sensory breaks

Specialist



SEND | Communication and Interaction

Social, Emotional & Mental Health

Assessment

Assessment:

- AET Progression Framework
- Boxall Profile
- Emotional Literacy (GL Assessment)
- Specialist support, advice and interventions e.g. Educational Psychologists (EPs),

Universal

- ✓ School Teaching & learning Policy
- ✓ Behaviour policy reasonable adjustments
- ✓ Flexible and creative use of rewards for positive behaviour
- ✓ Positive language to redirect or reinforce expectations
- ✓ Emotional regulation strategies using the Zones of Regulation
- ✓ Choice of level of activity
- ✓ Flexible seating
- ✓ Emotional check-ins
- ✓ Open conversations with parents

Targeted

- ✓ ELSA
- ✓ Mindfulness minutes
- ✓ Targeted movement breaks
- ✓ Coached self-reflection conversations around behaviour
- ✓ Now and Next boards to engage and motivate
- ✓ Transition information shared between teachers and TAs

Specialist

- ✓ Sensory tent/space
- ✓ Calm corner
- ✓ Rainbow breathing
- ✓ Intervention planning or personalised programmes to develop skills, confidence, managing emotions
- ✓ Advice and guidance from outside agencies e.g. CAMHS, Nurture and Engagement team, educational psychologists



SEND | Communication and Interaction

Sensory and / or
Physical

Assessment

Assessment:

- AET Progression Framework
- Fine and Gross Motor Assessment
- Specialist support, advice

Universal

- ✓ Additional resources / manipulatives available
- ✓ Visual timetable
- ✓ Whole class sensory circuits
- ✓ Sensory break area
- ✓ Modified resources e.g. large print, simplified text
- ✓ Curriculum reflects disability awareness

Targeted

- ✓ Concentration Aids (Fidget tools)
- ✓ Resistance bands
- ✓ Seating options
- ✓ Targeted movement breaks
- ✓ Ear defenders
- ✓ Access to alternative resources to aid learning e.g. different coloured overlay / paper, Numicon

Specialist

- ✓ Sensory space/tent
- ✓ Sensory chew
- ✓ Close liaison with outside agencies e.g. SALT, Occupational Therapy



SEND | Frequently Asked Questions

Click the page image to go to that page.



- How does the school know if pupils need extra help?
- What should I do if I think my child has SEN?
- How will I know that the school is supporting my child?



- How will the curriculum meet my child's needs?
- How will I know how my child is doing?
- How will you help me to support my child's learning?



- What support will there be for my child's well-being?
- What specialist services are accessed by the school?
- How accessible is the school environment?



- How will my child be supported starting school?
- How will my child be supported moving to secondary school?
- Who can I contact for further information?



SEND | Frequently Asked Questions

How does the school know if pupils need extra help?

Our children are assessed regularly, if they are not achieving the expected academic level for their age then we will consider if they need extra help in school. We also notice if there are behaviour or emotional changes in our children and may ask parents if anything has changed in home circumstances. Parents are also able to inform school if they feel their child needs extra help - speak to the class teacher.

What should I do if I think my child has SEN?

Talk to your child's teacher. They will discuss your worries and make a decision how to move forward - this could involve your child going on the list of children who need extra support in school, but may not.

How will I know that the school is supporting my child?

The class teacher and / or SENCO will discuss any support with you. If your child is added to the SEND register, in school, you will also receive an Individual Learners' Plan for your child.



SEND | Frequently Asked Questions

How will the curriculum meet my child's needs?

Through quality first teaching the Class teachers adapt all the work in school to match the needs of the children in their class.

If your child needs more individual support, advice may be given by outside agencies such as a speech therapist, a support teacher for the physically impaired or a behaviour specialist.

How will I know how my child is doing?

Children who are receiving extra support in school have a support plan to record what is being done, when and by whom. The class teacher will meet with you every other term to review the plan and set new targets.

You can also speak to the teacher at any other time to find out how your child is doing.

How will you help me to support my child's learning?

The class teacher will discuss with you the best way to support your child. We aim to be child centred in our approach, so teacher, parent and pupil voices are all used to design a support plan and review progress. Targets and actions will be recorded on a plan, and this will be shared with you.



SEND | Frequently Asked Questions

What support will there be for my child's well-being?

At Team Ridgeway we pride ourselves on how well we know our children, and we aim to make sure they are happy, safe and valued throughout their time at school. If we have any concerns we will discuss them with you, you can also approach the class teacher if you have concerns.

Overall, well being is paramount to children learning and fulfilling their potential. We may use pastoral support from Class teachers, from Teaching Assistants, our ELSA or from Early Help.

What specialist services are accessed by the school?

School is support in the form of...

- Inclusion Support Advisory Service
- Educational Psychologist
- Virtual School - for Children in Care
- School Nurse / Doctor
- Physical Impairment - support teachers
- Vision/Hearing Impairment - support teachers
- Parent Partnership - impartial advice and support
- School based Early Help support

You can find out more about these services on the Local Offer website. ([Click Here](#))

How accessible is the school environment ?

Ridgeway is mainly built on one level so is extremely accessible for most people. (We have a ramp where the floor level changes at one point in the school but there is a hand rail for support.)

The back of school requires steps but the whole school is accessible via the main entrance.

There are two easy access toilets. The corridors are wide enough to accommodate a wheelchair and door frames are standard or wider.



SEND | Frequently Asked Questions

How will my child be supported starting school?

We have 'new starter' sessions for all children to visit and get to know the staff and other children. If your child has additional needs and we feel that more visits are necessary, then we will arrange this with you. The staff will also hold meetings with yourself and any other agencies who are already involved with your child to ensure a smooth transition and even offer home / nursery visits.

How will my child be supported moving to secondary school?

We provide strong support for pupils with SEND as they transition from Ridgeway to secondary school. This includes early planning with families and secondary staff, sharing detailed pupil profiles and strategies that work well, and supporting additional visits to the new setting to build confidence. We also offer transition meetings, social stories, and opportunities for pupils to meet key staff in advance. Our goal is to ensure continuity of support and a smooth, positive move that meets each child's individual needs.

Who can I contact for further information ?

Any of the Team Ridgeway staff team
- Class teachers
- SENCO – Mr Wilson
- Head Teacher – Mr. Wilson

or

Derbyshire Local Offer Website ([click here](#))