



## SEND Information Report

2021-2022

School Name	Ringway Primary School
Type of school	Mainstream Primary School (4-11 years old) with Community Powers Nursery offering provision for children from 2 years old.
SENDCo contact details	Mrs Kaye Smith 01670 813463 kaye.smith@guidepostringway.northumberland.sch.uk
Northumberland Local Authority Offer	For further information on the Northumberland Local Offer for SEND see: <a href="https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx">https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx</a>
Admission Arrangements	We are a fully inclusive school, where children with special needs and disabilities are very welcome.  Following assessment and discussion with parents/carers, we will review any special requirements or building adaptation if necessary.  We will liaise closely with the Local Authority where necessary.
Accessibility	One storey building Main school and EYFS building wheel chair accessible. Disabled toilet in EY building Shower available in Nursery classroom
Core Offer	All teachers and teaching assistants within school have relevant experience and expertise to identify children who may require additional support.  All children, including children with SEND, receive quality first teaching.  Staff work closely with parents to identify children's individual needs and then provide interventions/support as quickly as possible. Individual children's needs and support is then reviewed regularly with staff, parents, children and other professionals.

	<p>A wide range of teaching strategies are employed at Ringway to ensure that all children make at least good progress from their individual starting points. These include:</p> <ul style="list-style-type: none"> <li>• Pupil reviewing their work and progress throughout lessons so that feedback is timely, focused and acted upon in a way that supports at least good progress.</li> <li>• Systematic phonics is taught from Reception to Year 2 using Read, Write Inc. Further phonic interventions will be provided beyond Year 2 for any child who is not yet secure.</li> <li>• Maths teaching follows a comprehensive Calculation policy and White Rose Maths scheme of work. If additional support is required, further Maths interventions are carried out in 1:1 or small group sessions. Interventions include Breaking Barriers and Toe by Toe.</li> <li>• Visual aids are displayed in every classroom to support Literacy, Maths, British values and other curriculum areas. Individual resources are available for children as appropriate.</li> <li>• Teaching assistants are used in every class to support teaching and learning.</li> <li>• We provide individual feedback to children on how to improve their work and provide opportunities for them to self-correct or annotate their work.</li> <li>• We have a nurturing ethos which ensures all children feel safe and secure. We have a Pastoral Team in school, who support children with their emotional wellbeing.</li> <li>• Monitoring and review of attendance with parents which ensure good attendance of all pupils.</li> <li>• Ensure effective liaison with outside provisions</li> </ul>
Policies	<p>School policies are reviewed annually and are available on the school website. Policies available include:</p> <ul style="list-style-type: none"> <li>• SEN</li> <li>• Safeguarding</li> <li>• Behaviour</li> <li>• Equality and diversity</li> </ul> <p>School are aware and familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010</p>
Range of Provision	<p>Our emphasis is to identify individual children's needs quickly and have conversations with families as soon as possible to provide early interventions support. Initially, this support is provided by school staff with the relevant training and expertise. Further specialist advice is requested when necessary.</p> <p>Proven effective relationships with a wide range of support services which include Sensory Support, Educational</p>

<p>How will we measure the progress of your child</p>	<p>Psychologist, Literacy Support, speech, language and communication and behaviour support teams.</p> <p>Regular planned meetings between staff and stakeholders support pupil progress and outcomes.</p> <p>The effectiveness of interventions and provision is monitored through:</p> <ul style="list-style-type: none"> <li>• Discussions with staff and pupils</li> <li>• Observations of behaviour and attitudes to school work</li> <li>• Evidence of pupil progress in books</li> </ul> <p>Children are regularly assessed and their progress is tracked not only against interventions but also as part of the whole class. If after a review of a specific intervention, it is felt to be ineffective and sufficient progress has not been made, this is reviewed and alternatives looked at.</p> <p>Your child's progress is continually monitored by their class teacher.</p> <p>Their progress is reviewed formally to inform our assessment tracking.</p> <p>At the end of each Key Stage, all children are required to be formally assessed using Standard Assessment Tests (SATs). Children in Year 1 will complete the Phonics Screening and in Year 4, children will undertake a Multiplication Check. The Government requires all schools to do this and the results are published nationally.</p> <p>Progress in interventions will be reviewed each term.</p> <p>The progress of children with an EHCP is formally reviewed annually at an Annual Review Meeting, where the family and all professionals involved with the child's education will be invited to attend.</p> <p>Specialist Facilities/Equipment to support SEND</p> <ul style="list-style-type: none"> <li>• We have an accessible disabled toilet in the Early Years classroom</li> <li>• Meeting room available within school for meetings with parents and professionals</li> <li>• Specific resources and strategies will be used to support children either individually or in groups.</li> </ul>
<p>Input from specialist support services.</p>	<p>To access support from specialist services, school will liaise with parents to make referrals to any appropriate services.</p> <p>These services could include:</p>

	<ul style="list-style-type: none"> <li>• NHS Speech and Language Therapists</li> <li>• Early Help</li> <li>• School Health</li> <li>• Northumberland Inclusive Education Services: <ul style="list-style-type: none"> <li>○ Psychological Services</li> <li>○ Emotional Wellbeing and Behaviour Support Services</li> <li>○ Autism Support Services</li> <li>○ Speech and Language and Communication Service</li> <li>○ Literacy Support Service</li> <li>○ English as an Additional Language</li> <li>○ Sensory Support Service</li> <li>○ Portage Service</li> </ul> </li> <li>• CYPs</li> </ul> <p>Children's services provide support for social welfare including access to social workers and family support workers. Social workers are often invited into school to attend Team Around the Family (TAF) meetings alongside other professionals so that the relevant support can be directed when needed.</p>
Inclusion	<p>All children have inclusion access to all activities and educational visits.</p> <p>Lessons are as inclusive as possible with adjustments made on a needs basis.</p> <p>Teachers are responsible for the learning and progress for all children in their class, regardless of need.</p> <p>Children are only withdrawn from whole class activities when it is in their best interest to do so.</p> <p>All of our children are used to working in a variety of differentiated groups, depending on the subject and need.</p>
What proportion of children currently at the school have SEND?	21/192 = 11%
Parental Support/Involvement/Engagement	<p>Welcome meeting from Nursery to Reception</p> <p>If parents raise a concern or have a query, we aim to respond very quickly. We either contact families via a telephone call or by setting up a meeting.</p> <p>From this point, we work closely with the family to discuss and work towards a resolution.</p> <p>If you continue to be concerned that your child is not making progress, you may speak to the Special Educational Needs Coordinator (SENCo) Mrs Kaye Smith who can be contacted on</p>

	<p>01670 813463 or <a href="mailto:kaye.smith@guidepostringway.northumberland.sch.uk">kaye.smith@guidepostringway.northumberland.sch.uk</a></p> <p>The School SEND Governor (Helen Geraghty) can also be contacted through school.</p> <p>Intervention Plans are individual, or group based depending on need.</p> <p>Formal Parent's Evenings are held during the Autumn and Spring Term. During the Summer term, a written report is provided with the opportunity to meet with the class teacher if required.</p> <p>Class Dojo is used to support communication between home and school.</p> <p>Class Dojo, Facebook, school website and ParentPay keeps parents up to date with what is happening in school.</p> <p>Curriculum sheets are shared half termly, outlining the learning specific to that half term.</p> <p>An open door policy supports both formal and informal communications between ourselves and families.</p> <p>SEND reviews are held at least 3 times per year. With school staff, parents and any other professionals that are involved with the child.</p> <p>Ringway Primary School is an active participant in the Bedlington Hub which is a cluster partnership of schools and external agencies. Regular meetings are held to discuss and allocate resources that support SEND in schools.</p> <p>Medical Care Plans also support individual children and are constructed with parents and medical professionals advice.</p>
How will school prepare children with SEND to join their next setting?	<p>We have a strong and successful transition between EYFS and KS1</p> <p>For those children who go to Secondary Education at the end of year 6, we work closely with the receiving school. Typically this involves opportunities for Secondary staff to visit children in their Primary school, visits to their new setting and transition projects carried out in school.</p> <p>Additional visits are offered to those children who may find the transition difficult.</p>

	For the children in Year 6, the SENCo will meet with the SENCo from the receiving school to help with transition preparations.
Completed by:	Lisa Robson and Kaye Smith
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