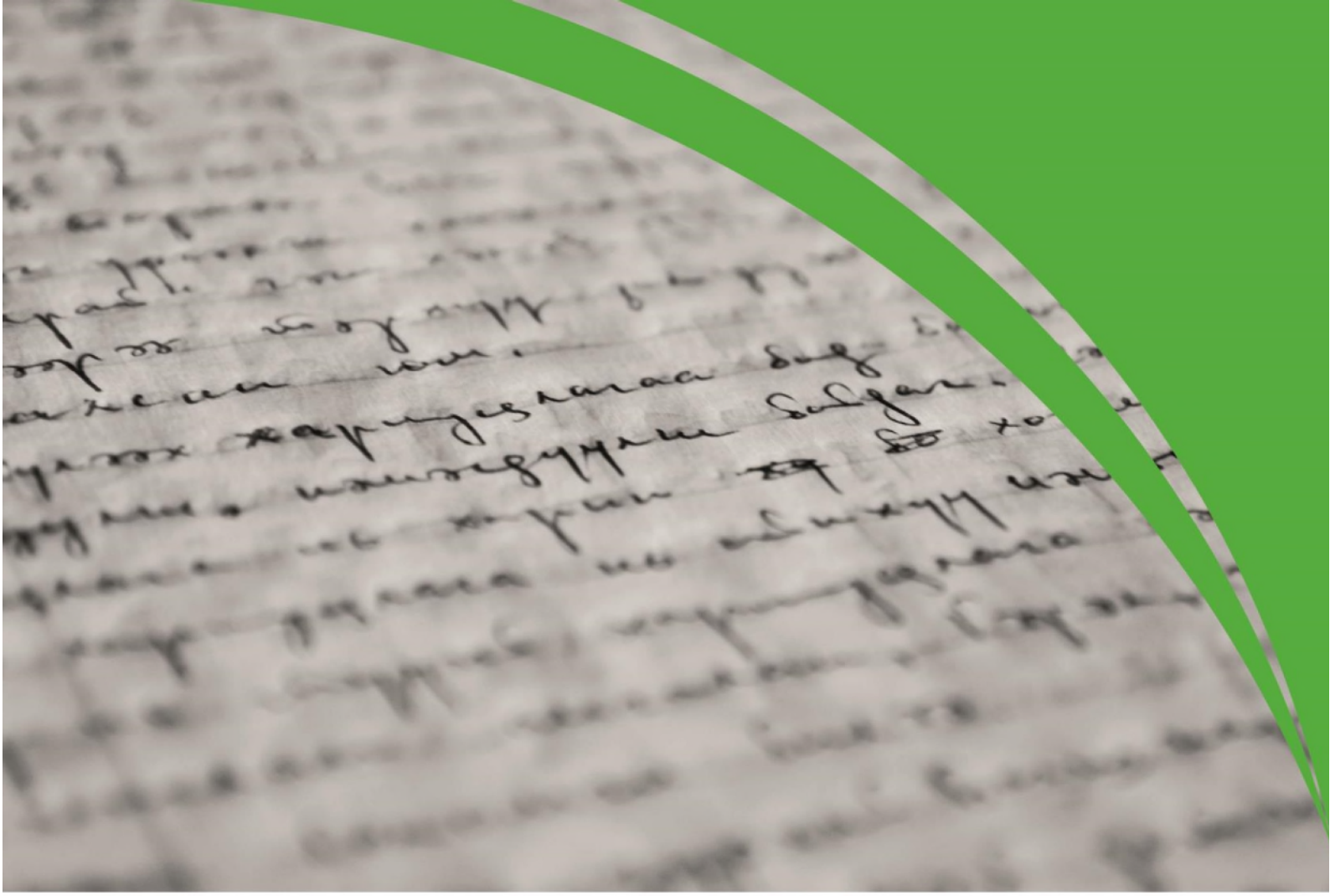

Special Education Needs (SEN) Information Report

Key Document Details

School Name:	Ridgeway School and 6th form College		
Version no:	1	Ratified date:	September 2026
Author:	Rebecca Kneeshaw	Interim review date	September 2027
Owner:	Tim James	Next review date:	September 2028
Approved by:	Tim James		

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEN policy. In other words, we want to show you how SEN support works in our school.

If you want to know more about our arrangements for SEN, read our SEN policy.

You can find it on our website

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Rebecca Kneeshaw.

Rebecca has 10 years' experience in this role and has worked as a teacher of MFL prior to this. She is a qualified teacher.

Rebecca has achieved the National Award in Special Educational Needs Coordination in 2015. She also holds the Certificate of Psychometric Testing, Assessment and Access Arrangements.

Rebecca holds a full-time SENCO role.

Assistant SENCO's

We have two assistant SENCOs, Lynsey Gray and Carolina Sturgeon.

They have a number of years' experience in this role and have also worked in other SEN settings.

They have undergone a range of relevant training. Carolina holds the NPQ SENCO qualification.

Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Learning Support Assistants (LSAs)

We have a team of 13 LSAs, including some who are trained to deliver SEN provision.

We have one qualified ELSA (Emotional Literacy Support Assistant)

Teaching assistants are also trained to deliver interventions such as in literacy and numeracy, and in developing social skills and effective communication.

In the last academic year, LSAs have been trained in a number of literacy and SEMH interventions (Lexonic Leap and Lexonic Advance, Reciprocal Reader and Precision Teaching).

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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

If you think your child might have SEN, the first person you should tell is your child's tutor.

If you do not have their email address, you can do this via the contact tab at the top of the home page on the school website.

They will pass the message on to our SEN team, who will be in touch to discuss your concerns.

You can also contact the SENCOs directly through the SEN Admin Assistant:

Harriet Kayser:

hkayser@ridgewayschool.co.uk

We will investigate your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEN register.

Contact details for the SENCO are:

Rebecca Kneeshaw

rkneeshaw@ridgewayschool.co.uk

4. How will the school know if my child needs SEN support?

The special educational needs of students are identified through:

- Liaison with primary or previous secondary schools, and records from these.
- Whole school screening in Year 7 using NGRT
- Use of appropriate group or individual tests of attainment, and diagnostic assessment of individual students where necessary
- Conversations with the children and their parents who are included in the planning and reviewing process
- Class teachers who inform the SENCO if in-class intervention is not improving progress sufficiently.

The performance of each student is under constant review by class teachers, mentors and heads of year, in order to track progression.

Each student's development is monitored through careful departmental record keeping, so that interventions are put in place swiftly if appropriate. If students fail to make adequate progress despite these measures, the teacher informs the SENCO that there is a concern

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age related expectations, particularly in literacy or numeracy.

- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

The child's needs are then fully investigated. This might involve liaison with staff both in this and previous schools, observations, diagnostic testing, data analysis, and conversations with parents and the student. The findings are also considered alongside national expectations of progress.

The SENCO may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SEN team will work with you to create a SEN support plan and pupil profile for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review
We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do
We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan
In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress

The SEN team will meet you three times a year to review their pupil profile. They will

- Review progress towards their outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO or assistant SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations, so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's tutor or a member of the SEN team

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, reading pens, coloured overlays, visual timetables, larger font, etc.
- Providing in-class support when allocated through the statutory process
- Small group intervention

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language intervention directed by a therapist
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing intervention Handwriting practice Handwriting pen Reading interventions Assistive technology
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Rest or movement breaks
	Adverse childhood experiences and/or mental health issues	Social skills intervention Communication skills intervention
Sensory and/or physical	Hearing impairment	Use of recommended equipment such as Edumic
	Visual impairment	Limiting classroom displays, enlarging font, using read aloud facilities
	Multi-sensory impairment	Use of loop earphones Movement/rest breaks
	Physical impairment	Limiting need to move as much as possible bearing in mind the size of our site

These interventions are part of our contribution to Swindon's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SEN team
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips

All pupils are encouraged to take part in sports day, school productions and events

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The school policy on admissions is as stated in The Ridgeway School Admissions Policy.

Students will not be barred from admission to the school on grounds of race, gender, colour, first language, national or ethnic origin, level of ability, disability, background or for any other reason that cannot be shown to be justifiable.

Admission of students with SEND, but without a statement or EHCP, is on the basis of the school's published admissions policy.

Policies & Procedures | The Ridgeway School & Sixth Form College

Where a child has an EHCP, the SENDCO or Principal, can express to the Local Authority any concerns they may have about meeting the child's special educational needs or about how the child's attendance might impact on the education of other children at the school or the efficient use of resources. The final decision as to whether to name the school falls to the Local Authority.

13. How does the school support pupils with disabilities?

We are a fully inclusive environment, and all students are encouraged to develop a positive image of themselves as a learner in our school. We do not tolerate bullying of any kind, and we take steps to protect our more vulnerable learners.

Parts of the school were built in the 1950's and accessibility was not taken into account as it would be nowadays. The building has been adapted as far as possible with slopes, handrails, and lifts where possible.

The school's accessibility plan, which can be found on the school's website, outlines how we ensure that disabled students access the full curriculum as far as possible.
Policies & Procedures | The Ridgeway School & Sixth Form College

Assistive technology is used as appropriate to ensure documents and texts are available.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by providing access to SEN staff at break and lunch
- We run intervention groups for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by providing students a range of means for reporting bullying and unking behaviour. This is then followed up immediately by the pastoral team in line with our anti-bullying policy.

  Policies & Procedures | The Ridgeway School & Sixth Form College

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

Discuss the new school year and anticipated changes in advance

Provide an opportunity to come into school at the end of the summer holiday to see new rooms and/or meet new staff such as a new tutor.

Provide a new timetable ahead of the return to school so students can see who will be teaching them and meet with them ahead of the first lesson if they need to.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mr Chris Atkins will work with Mrs Rebecca Kneeshaw, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the head of year or SENCO team in the first instance. They will then be referred to the school's complaints policy.

Policies & Procedures | The Ridgeway School & Sixth Form College

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.
To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.
If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit:
https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Disagreement resolution, mediation and tribunal | Swindon Borough Council

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Swindon's local offer:

SEND Local Offer | Swindon Borough Council

SEND Local Offer - Wiltshire Council

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

SIAS - Swindon SEND information, advice and support service | Swindon Borough Council

Wiltshire SENDIASS | SENDIASS

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Adapt** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages