



The Ridgeway CE Primary School

'Building for Life'

Ridgeway SEN Information Report **2026- 2027**

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

About our school

Ridgeway CE Primary School provides for children and young people with a wide range of special educational needs including those with:

- **Communication and interaction needs;**
This includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs;**
This includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs;**
This includes children with anxiety and ADHD.
- **Sensory and/or Physical needs;**
This includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school with 73 children on roll, 19% of our pupils are children with SEND. 5% are supported by an *Educational Health Care Plan*.

Our special educational needs co-ordinator (SENCo) is: Mrs Felicity Blockley.

The SENCo can be contacted through the school office on: 01235 751254 or via email: Office@ridgeway.oxon.sch.uk.

Our governor with responsibility for SEN is: Mrs Charlotte Maybury. She can also be contacted through the school office.

Our SEN policy can be found on our website under policies, which can be found [here](#). This is where you can also access our Equality policy and our Accessibility Plan.

How do we identify and give extra help to children and young people with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

The guidance for Schools and Early Years settings can be found [here](#). Click [here](#) to read the Ordinarily Available SEND Provision

How do we work with parents and children/young people?

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We review and monitor progress with regular meetings and parent consultations. In addition, many parents will have regular contact with the class teacher and with the SENCO.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by gathering feedback through parent questionnaires, focus groups, school council, pupil voice and parents speaking to the class teachers throughout the year.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEN. Details are published on the school website.

The support we offer is varied and is determined by the need of the child. It may include:

- Detailed assessments to determine the learner's individual needs.
- Small group/1-to-1 interventions.
- Social groups.
- Nurture groups.
- Speech and Language Therapy,
- Motor skills programmes.

Interventions may include Language for Thinking, Spirals, Pre/Post-teaching, Lego Therapy, New Reading and Thinking, Perform with Times tables, Plus 1, Power of 2, Social stories, Talking and Drawing, Art Therapy and precision teaching.

What expertise can we offer?

Our SENCO works closely with our teachers to ensure our children receive appropriate support. Teaching Assistants are trained to support the particular needs of the children they work with, and have regular opportunities to develop their role. We have close links with Fitzwaryn, our local Special School.

We also have access to a range of specialist support services including

- SENSS, who support children with communication and language, sensory needs and physical needs
- Behaviour inclusion team
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Therapy services such as Speech and Language Therapy, Physiotherapy, Occupational Therapy
- Early Help
- Children's Social Care
- Children's Paediatrics

Information about these services and what they offer can be found on the [Oxfordshire County Council Local offer](#)

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

The progress of all our children is tracked throughout the school through a system of National Curriculum statements related to age related expectations.

In addition, for children with SEN we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors' annual SEN report.

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the [Family Information Directory](#).

Oxfordshire's accessibility strategy can be read [here](#).

What do we do to support the wellbeing of children with SEN?

The school's vision, *Building for Life*, is at the heart of everything it does. At the Ridgeway we recognise that children with SEND can be vulnerable to bullying, social exclusion and feelings of poor self-worth. As a school we develop an inclusive culture as part of our vision which supports and encourages children to develop confidence and independence. The wide sharing of information in school allows for staff to respond supportively.

The school are aware of the lasting impact of 'Lockdown' on children's well-being and have access to resources to support all our children.

All the children have their opportunity to share their views through their school council representatives, pupil voice activities, collective worship and during their class time.

We take bullying very seriously. As a school we adopt a proactive approach to preventing bullying of children with SEND. As a school we have a positive approach to behaviour which is consistently applied. In addition, moral and social lessons including RE and PSHE, anti-bullying activities and collective worship contribute to our approach. Any reports of bullying are taken very seriously and are dealt with by the Headteacher.

Joining the School and Moving on

We encourage all new children to visit the school before starting, giving them the opportunity to meet their teacher and their classmates. For children with SEND we ensure that the SENCO and the class teacher is aware of their needs and review their previous school records. Some children may have a planned graduated transition into school.

We begin to prepare young people for transition into the next stage of their education by ensuring that information and records are passed to the relevant class teacher. For some children a transition programme may be put into place. The SENCO and Year 6 class teacher ensures that children with SEND are given the opportunity for extra visits to secondary school to help their transition onto the next stage of their academic career.

Who to contact

If you are concerned about your child, please contact their class teacher. Should it be required, the SENCO can be invited to attend the meeting.

If you'd like to feed back, including compliments and complaints about SEND provision please email the school office. We aim to respond to any complaints within five working days.

If you'd like impartial advice from SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) contact details can be found [here](#).

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEND these are listed in the [Family Information Directory](#).

Oxfordshire's Local Offer contains lots of information for parents, it can be found [here](#).