



Ranelagh Primary School

Pauls Road Ipswich IP2 0AN

Telephone: (01473) 251608

Email: admin@ranelagh.suffolk.sch.uk

Acting Headteacher: Mrs O Hopper

SEN Policy and Information Report 2025/26

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Next Review due: Summer 2026

Signed by:

Chair of Governors

Signed by:

Acting Headteacher

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

At Ranelagh Primary School, we embrace the fact that every child is different, and, therefore, the education needs of every child are different. For a child to be placed on the schools SEND register they must have a learning difficult/physical difficulty that creates a barrier to learning. They make significantly less progress than their peers do – 24+ months below age related expectations in core subjects. They will need provision that is different from or additional to that available through Quality First Teaching and our Local Offer.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

4. Roles and responsibilities

4.1 The SENCo

The SENCo is Miss E. Last (National Award for SENCo Accreditation)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and quality first teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Planning for and implementing personalised provision and targeted intervention
- Ensuring that reasonable adjustments are made where appropriate
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), trauma and attachment
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Please view the Graduated Response and our Assess, Plan, Do , Review Cycle on our website's SEND page for a full description of how we work to support your child.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will follow the Assess, Plan, Do, Review cycle and/or our Pathway for children with SEND.

If required, more specific interventions are available to support groups and individuals to develop key areas of their learning and development.

Details of the additional support offered to your child will be included in their Pupil Passport.

The nature and range of interventions offered is reviewed regularly to ensure that it matches the needs of pupils at the school, including pupils who require support to develop their social interaction and resilience.

Pupils Passports are reviewed each term to look at the progress of all pupils.

Where there are concerns that a pupil is not making progress in key areas of learning, further actions will take place and, as required, there will be discussions with key staff to plan for additional support to be put in place and the outcomes expected from this intervention.

You will be invited to contribute to these discussions.

Consideration of other circumstances will be taken into account to decide if difficulties are due to special educational needs or other factors.

We know how important it is to include the views of each pupil in seeking to review what is going well and how they can be supported.

Wherever possible your child will be invited to take part in reviews. If this is not appropriate, we will use other ways to share their successes and plan for future support.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.

The impact of this additional support will be regularly, at least termly.

You will be invited to be part of this review.

In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service.

A referral for support from an outside agency will only be made with your consent.

If, despite the increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that which can be offered by our own resources, a request for an Education Health Care Plan (EHCP) may be requested.

The SENCo will explain this process to you and show you how to find out more information about this. They will also share details of parent support organisations who can offer further support as required.

5.3 Consulting and involving pupils and parents

If you have concerns about your child, you should speak to your child's class teacher first. Depending on the outcomes of these discussions, you may have a follow up meeting with the SENCo.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

As part of planning any additional support, school will involve your child in this process so that their voice can be heard. We will formally notify parents when it is decided that a pupil will be added to the SEN register.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated response and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by visual resources to support them to understand moving on, then a social story will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by visual resources to support them to understand moving on, then a social story will be made for them.

When moving classes in school:

- Information will be passed on to the new Class Teacher in advance and a planning meeting will take place with the new teacher. Pupil Passports and one page profiles will be shared with the new teacher.
- If your child would be helped by visual resources to support them to understand moving on, then a social story will be made for them.
- Any physical aids, such as writing slopes, privacy screens and ear defenders will be passed on to the new Class Teacher so they can continue to be accessed to support individual need.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. A transition meeting will take place with the SENCo from the new school. Multi-agency meetings may be arranged to create a more detailed transition plan.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by visual resources to support them to understand moving on, then a social story will be made for them.
- Your involvement in this process will be crucial to support a successful move.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils. We will also provide appropriate interventions to support progress where appropriate.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by personalised planning, grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number teaching assistants who are trained to deliver interventions such as SaLT interventions, Little Wandle, Beat Dyslexia

We work with the following agencies to provide support for pupils with SEN:

- NHS SaLT
- SES
- Occupational Therapists

5.9 Expertise and training of staff

Our SENCo has 5 years of experience in this role and has worked as a class teacher, pastoral lead and speech and language coordinator. They work full time hours in school to manage SEN provision.

We have a number of highly skilled teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision, as well as a Thrive practitioner and an ELSA practitioner.

In recent academic years, staff have received training from both SES and SENDAT to support children's emotional and behavioural needs, as well as their learning.

As a school, we continue to access training from a range of providers to ensure that we adhere to best practice and support the needs of all pupils.

5.10 Securing equipment and facilities

The school budget, received from Suffolk LA, includes money for supporting children with SEND. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

We provide additional equipment to support pupils accessing learning where appropriate. We work closely with other agencies to obtain more specialised equipment where there is a need identified.

All equipment is monitored by the SENCo.

5.11 Valuating the effectiveness of SEN provision

- Your child's progress will be continually monitored by their Class Teacher.
- Your child's progress will be reviewed formally with the Headteacher and SENCo every term.
- The SENCo will also check that your child is making good progress within any additional interventions.
- At the end of each key stage (i.e. at the end of year 2 and year 6), children are required to be formally assessed using Standard Assessment Tests (SATs). Pupils in Year 1 have their Phonics screening check. Pupils in Year 4 have their multiplication tables check. This is something the government requires all schools to do and the results are published nationally.
- Where necessary, children will have a Pupil Passport based on targets set by school or outside agencies specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- Regular learning walks, book looks and lesson observations will be carried out by the Senior Leadership Team to ensure that the needs of all children are met through appropriate adapted teaching and inclusive practice.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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 residential trips. Individual risk assessments will be completed where appropriate.

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We have an accessibility plan to ensure that pupils with SEN and Disability can take part in all aspects of school life.

The school's accessibility plan is reviewed regularly and can be viewed on the school website.

The plan also outlines actions the school intends to take to further develop access and inclusion for pupils with disabilities.

Depending on specific needs of your child a more personalised access plan or individual health care plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

We undertake additional planning and risk assessments to ensure that pupils with SEND can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips.

We monitor attendance at morning and after school clubs to make sure that pupils with SEND are able to access these enrichment activities.

5.13 Support for improving emotional and social development

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including detrimental behaviours towards themselves and/or others, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Access to a Thrive practitioner/ELSA/pastoral support worker for emotional and social support.
- Access to mental health first aider for emotional support.
- Access to the inclusion team for emotional and social support.
- Lunchtime and playtime support through planned activities and nurture groups.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Other agencies for providing services to children with SEND in the school are:

School provision

- Private speech and language therapist responsible for delivering speech and language therapy in groups/individually.
- Thrive practitioner/ELSA/pastoral support workers offering support for children with emotional and social difficulties individually or in small groups.
- Paws4Pals providing animal assisted therapy involving interactions with animals as well as the therapist.
- Higher Level Teaching Assistants and Teaching Assistants working alongside teachers to provide adapted curriculum activities.

Local Authority Provision

- Statutory SEND Services (01473 260670)
- Special Education Services (SES)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs (cypsensorycomm@suffolk.gov.uk)
- SENDIASS (01473 265210) or:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendias/>

- SaLT (Speech and Language Therapy)

Health Provision

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Psychology and Therapeutic Services
- School Nurse – Chantry Clinic (01473 694172)
- Children's Community Learning Disabilities and / or Autism Nursing Team (0147 264801)
- Occupational Therapy

➤ Physiotherapy

➤ CAMHS

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance.

They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) is a free confidential and impartial information, advice and support service on issues related to Special Educational Needs and disability.

SENDIASS 01473 265210

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiass/>

5.17 Contact details for raising concerns

Miss E. Last

01473 251608

send@raelaghprimary.net

5.18 The local authority local offer

Our local authority's local offer is published here:

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

6. Monitoring arrangements

This policy and information report will be reviewed by Miss E. Last **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions