



Name of School: **Ridgewood School**

Date of Report: December 2025

SEND INFORMATION REPORT (Version: 3)

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for students with SEND.** The information published **must** be updated annually and any changes to the information occurring during the year **must** be updated as soon as possible.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 (and in the updated 2015 Code of Practice).

The SEN Information Report must include the following information and be cross-referenced to the School's SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

This document includes recommendations for points to include following the introduction of Doncaster's Graduated Approach for SEND.

The kinds of special educational needs and disabilities that are provided for:

Ridgewood support students with a wide range of needs including:

- Communication & Interaction
 - Speech and language needs
 - Social Communication and interaction need.
 - Sensory Processing difficulties
 - Autism
- Cognition & Learning Needs
 - Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia, and dyscalculia
 - Moderate Learning Difficulties (MLD)
- Social Emotional Mental Health Needs (SEMH)
 - Emotional
 - ADHD
- Sensory and Physical Needs
 - Visual impairment
 - Hearing impairment
 - Physical disabilities

The name and contact details of the SENCO and further contacts where parents and carers may have concerns:

Headteacher: Andy Peirson
SENDCo: Mark Colton
Chair of Governing Body: Kirstie Anne Lee

Address: Barnsley Road, Doncaster, DN5 7UB
Telephone: 01302 783938

Email: contactus@ridgewoodsschool.co.uk

Website: www.ridgewoodsschool.co.uk

Policies for identifying student and young people with SEND and assessing their needs (mainstream schools):

Relevant policies to support the learning and provision for all our vulnerable students and students with Special Educational Needs;

The SEND policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Student Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Student and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

The SEND policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting students at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Student 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Behaviour in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled students'

The SEND policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality Policy
- Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Supporting Students with Medical Conditions Policy
- Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy

- Accessibility Plan

Arrangements for consulting parents and carers of young people with SEND and involving them in their child's education:

If your child is identified as having special educational needs and/or not reaching their potential, the school will schedule a meeting to discuss this with you and your child, where appropriate, in more detail and to:

- Listen to any concerns you may have.
- Give parents/carers opportunities to play an active role in their child's education.
- Discuss and plan with you any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

Student and parent/carer voice is also a vital part of target setting and the reviewing of progress of students who are supported with a SEN My Support Plan (MSP) or Education Health & Care Plan (EHCP).

We strive to include parents/carers in the consultation of writing and developing the SEN Support Plan. There will be periodic reviews of this document; you will be invited to meet with a member of the SEN team termly to discuss progress made against outcomes. Your feedback is important to us, and we welcome your contributions.

Arrangements for consulting young people with SEND and involving them in their education:

We recognise that all students have the right to participate in making decisions about their learning. In most lessons, students are involved in monitoring and reviewing their progress through the use of graduated outcomes. We involve our students by encouraging them to;

- State their views about their education and learning.
- Identify their own needs and how they best learn.
- Self-review their progress and set new outcomes.
- Monitor their success at achieving the outcomes on their SEN Support Plan or Education Health and Care Plan.
- Have their voice heard through a 'One Page Profile' of themselves to identify how they would like to be supported by their teachers.

Arrangements for assessing and reviewing student and young people's progress towards outcomes. This should include the opportunities available to work with parents/carers and young people as part of this assessment and review:

The monitoring and evaluation of the effectiveness of our provision for the students' progress is carried out by;

- Classroom observations.
- Ongoing assessment of progress and tracking.
- Work sampling.
- Scrutiny of planning.
- Moderation.
- Feedback from all staff.
- Student and parent/carer feedback, SEN support meetings / reviews.
- Attendance records.
- Intervention records.
- Exam Access Arrangements.

Arrangements for supporting student and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society:

If your child is moving to another school/academy:

Any year group:

We will contact the school SENDCo and ensure they know about any special arrangements or support that needs to be in place for your child. Where possible, a discussion will take place with the SENDCo from the new school.

- We will ensure that all records about your child are passed on as soon as possible.
- Additional transitional visits may also be arranged where appropriate.
- Parents/carers will have the opportunity to meet the receiving school's inclusion team.
- Where possible, your child will visit their new school on several occasions, and in some cases, staff from the new school will be encouraged to visit your child at the current school.

In Year 11:

Students moving into Years 10 and 11 receive support and guidance with Options from a member of SLT and the Careers Advisor. Students moving onto KS5 have preparation meetings with the Careers Advisor and visits are organised with parents/carers to a local college or a meeting with the Head of Sixth Form/team.

When students leave Year 11, information including exam access arrangements are passed to the next educational establishment.

Approach to teaching student and young people with SEND:

[How the school applies the Graduated Approach for SEND in school]

When a teacher has concerns that, a student may have Special Educational Needs they firstly raise this with the SENDCo. There is a robust procedure to follow along the graduated approach to identify any additional support needs. A meeting will be arranged where SENDCo and teacher will discuss the information gathered and agree the next steps such as observations, referrals or formal assessment.

Students will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the adapted and well-differentiated curriculum offer for all students in the school. These students will be given outcomes that are reviewed termly on a SEN my support plan (MSP). The whole-school provision map will be used to monitor and track progress of vulnerable groups.

SEN support plans;

- Are a planning, teaching and reviewing document that focus on particular areas of development for students with SEN. They are a working document that will be continually refined and amended.
- Outcomes will address the underlying reasons and barriers to a student's learning.
- Involvement from external agencies may be appropriate in assessment of needs and planned support.
- Outcomes for a SEN support plan will be derived through discussions as appropriate with students, parents/carers, teachers, support staff, and external professionals.
- Regular monitoring and evaluation of outcomes.

Teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your child's needs are met through a variety of means.

- Planning and teaching will be adaptive to meet your child's learning needs.
- Individual class support where required and when appropriate.
- Specific resources and strategies may be used to support your child individually and in groups, e.g., practical resources, displays, tabletop reminders, visual timetables, seating arrangements, lighting, multi-sensory adaptations.
- Low-level, short-term intervention programmes.
- Individual withdrawal for one-to-one targeted work.
- Support from Outside Agencies (direct working and advice for staff).
- Break time support e.g., lunchtime support, other adult support.
- Additional sessions such as communication, friendship, and nurture groups.

How adaptations are made to the curriculum and the learning environment of student and young people with SEND; how the broad and balanced curriculum is adapted or made accessible for students with SEND:

Teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your child's needs are met through a variety of means.

- Planning and teaching will be differentiated and adapted to meet your child's learning needs.
- Individual class support where required and when appropriate.
- Specific resources and strategies will be used to support your child individually and in groups, e.g., practical resources, displays, tabletop reminders, visual timetables, seating arrangements, lighting, multi-sensory adaptations.
- Low-level, short-term intervention programmes.
- Individual withdrawal for one-to-one targeted work.
- Support from Outside Agencies (direct working and advice for staff).
- Break time support e.g., lunchtime support, other adult support.
- Additional sessions such as communication, friendship, and nurture groups.

The expertise and training of school staff to support student and young people with SEND, including how specialist expertise will be secured:

[This could refer to appropriately applying the Graduated Approach for SEND and plans for continuing professional development]

Our SEND and Inclusion team is made up of skilled staff who support the delivery of interventions and targeted work.

Our Special Educational Needs Co-ordinator (SENDCo) is supported by the Trust SEND & Inclusion Manager and regularly attends Trust Driver and local area network meetings and local conferences. The school is supported regularly by many external agencies such as: Educational Psychology Service, ASCETS, Speech and Language Team, Occupational Therapy, Physiotherapy, BOSS, CAMHS, School Nursing Team, Health Visitors and other professionals.

The school provides training and support to enable all staff to improve the teaching and learning of students, including those with SEN. Staff attend training and courses run by external agencies that are relevant to the needs of the students in their class.

The SENDCo delivers regular CPD sessions throughout the academic year for all staff to keep information refreshed and updated regarding statutory compliance, the identification of need, the areas of need and strategies and provision to support. Additionally, through performance management discussions, specialist training may be identified to support particular staff roles

Evaluating the effectiveness of the provision made for student and young people with SEND:

Students' progress will be continually monitored by the appropriate teacher. Their progress will be reviewed at least twice a year to continuously evaluate the effectiveness of the provision in place, their attendance and the impact on progress.

These methods include: -

- Regular feedback from students to ensure their views, wishes and concerns are utilised to inform provision.
- Regular meetings with parents/carers to ensure their views, wishes and concerns are utilised to inform provision within the academy.
- Regular intervention, work scrutinies, and lesson observations will be carried out by the SENDCo and other members of the Senior Leadership Team will take place to ensure that the needs of all students are met and that the quality of teaching and learning is high.
- Summative assessments are also used to assess where students are working at, in line with National Curriculum objectives and the use of additional researched-based materials from GL Assessments and BSquared.

- Provision mapping and intervention tracking.
- Careful identification of Exam Access Arrangements and normal way of working.

How student and young people with SEND are enabled to engage in activities available with student and young people in the school who do not have SEND:

We include students with SEND in our learning community by;

- Providing curriculum access for all.
- Meet individual needs through a wide range of provision.
- To ensure a high level of staff expertise to meet student need – targeting continuing professional development.
- Work cooperatively and productively, in partnership with the Local Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable students.
- Promote self-esteem and emotional well-being through positive relationships and respect.

An accessible environment helps students with SEND participate in activities alongside their peers. The needs of students with SEND are met by working in partnership with students, parents/carers, the NHS and other external services.

Our learning environment is inclusive to empower our students to participate fully. Communication is both visual and verbal.

We meet students medical and personal care needs with support from external agencies and Individual Health Care Plans.

Accessible toilets and changing spaces for personal care are available.

Pupil Emergency Evacuation Procedures (PEEP) are in place for any vulnerable students.

We seek to provide an environment that encourages personal development, confidence and independence. Students are encouraged to take part in a wide range of social, educational and recreational activities developing independence skills.

Independent learning through;

- Clear consistent daily routines
- Use of classroom visuals (act as reminders)
- Clear Success Criteria.
- Examples of high-level work available, modelling.
- Encourage real dialogue by using high level questioning, developing curiosity and oracy skills.
- Encourage students to evaluate, celebrate and share their ways of working.
- Encourage students to lead the learning.
- Independent access;
 - Matching individual needs.
 - Removing barriers to learning.
 - Developing skills in communication.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of student and young people with SEND and measures to prevent bullying:

We aim to support all students with their learning journey and embrace an inclusive ethos. Additional to academic support, we provide SEMH support with regular check-ins with student's, additional nurture resources and extra-curricular activities.

- Validus Wellbeing Centre: Nurturing facilities are available for one-to-one small, timed programmes of support.
- LINK (SEND space) Nurturing groups are delivered where identified.
- Managing emotions and other emotional literacy programmes (ELSA) are delivered where appropriate.

Students will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the quality first teaching curriculum offer for all students in the academy. These students will be given outcomes that are reviewed termly on an SEN My support plan. The whole-school provision map will be used to monitor and track progress of vulnerable groups.

SEN My support plans;

- Are a planning, teaching and reviewing document that enables focus on particular areas of development for students with SEN. They are a working document that will be constantly refined and amended.
- Outcomes will address the underlying reasons and barriers to a student's additional support needs.
- Involvement from external agencies may be appropriate in assessment of needs and planned support.
- Outcomes for an SEN My support plan will be derived through discussions as appropriate with students, parents/carers, teachers, support staff, and external professionals.
- Regular monitoring and evaluation of outcomes.
- Adaptations to the environment and/or resources to allow inclusion to the curriculum and learning.
- Input strategies derived from referrals to:
 - Educational Psychologist
 - BOSS (Behaviour Outreach Support Service)
 - CAMHS (Student & Adolescents Mental Health Service)

The academy recognises that evidence shows students with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that students with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g., from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The academy recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration.
- These students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Headteacher and governing board will ensure that the academy's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving students with SEND, staff will have due regard for the procedures outlined in the academy's Behaviour Policy.

Care will be taken by all staff, particularly those who work closely with students with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting student and young people's SEND and supporting their families:

[This could refer to how the Graduated Approach for SEND is used to access the right support at the right time]

Universal support

Initially, the student will be observed and monitored in class using formative assessment and quality first teaching throughout lessons which will allow the teacher to determine the level of support needed.

Universal plus

If alternative strategies are not proving to be successful, staff will communicate with the SENDCo to discuss additional provisions/ interventions that can be carried out to cater to the need of the student. This can be in the form of a pre/post teach, tailored programmes for individuals or small groups and differentiated learning tasks to support, extend or challenge further.

Targeted support

This part of the graduated approach is where a SEN my support plan (MSP) would be written by the SENDCO, SEND manager or keyworker in collaboration with student and parents/carers, to record any provisions that are 'additional to and different from' the teaching that is being delivered. Assess, Plan, Do and Review (APDR) of provision and impact will formally commence with meetings arranged termly.

For SEMH, we understand that children may require more of a tailored response therefore we have a Wellbeing Centre (Validus) where our Equality and Diversity Leader and our Youth Counsellors deliver bespoke interventions.

Specialised support

Specialised support is where external agencies are required to become involved with their specialised knowledge to support a student. This specialised support is available through many local services such as:

- EPS - Educational Psychology Service
- ASCETS – Autism and Social Communication Education and Training Service
- BOSS – Behaviour Outreach Support Service
- The Special Educational Needs Team
- SpED – including VI and HI specialist teachers.
- Attendance & Student Welfare Service
- Speech and Language Therapy (SaLT)
- Occupational Therapy
- Physiotherapy
- School Nursing

- EMTAS – Ethnic Minority and Traveller Achievement Service
- CAMHS – Child and Adolescent Mental Health Service
- Health Visitors
- Outreach support from Specialist Settings
- PAFSS – Parent and Families Support Service
- Early Help and Stronger Families

Arrangements for handling complaints from parents and carers of student and young people with SEND about the provision made at the school:

Ridgewood School is committed to resolving disagreements between parents/carers, students, and the academy.

In carrying out duties, we:

- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHCP plans and tribunals.

The academy's Complaints Procedures Policy is published on the academy's website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the academy will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The academy is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The academy will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published:

The academy's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the academy will work with LAs, parents/carers and students in developing and reviewing the Local Offer. The academy will also cooperate with those providing services.
- **Accessible:** The academy will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to students' and parents/carers' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The academy will help to ensure that parents/carers and students understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The academy will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up to date:** The academy will work with the LA to review the Local Offer to ensure that, when parents/carers and students access the Local Offer, the information is up to date.

The academy will provide the LA with information about their existing SEND provision and capabilities to support students with SEND to aid in the drafting of the Local Offer, where required.

Please note:

The above should include arrangements for supporting student and young people who are Looked After by the Local Authority and have SEND.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEND support, and to enable the Local Authority to identify students who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND Information Report.