Ramsden Infant School

Special educational needs (SEN) information report

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Approved by:	Keith Wright	Date: October 2026
Last reviewed on:	October 2026	
Next review due by:	October 2027	

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Dear parents and carers,

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

If you want to know more about our arrangements for SEND, read our SEND policy.
If you publish your SEND policy on your website:
You can find it on our website Ramsden Infant School - Home
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.

What types of SEN does the school provide for?

Our school provides for pupils with the following needs:
Ramsden Infant School is a mainstream school for children aged 3-7. We also have a Resource Provision for children with speech and language difficulties and Autism. Places for this are allocated through the Local Authority for children who already have Education, Health and Care Plans (EHCPs).
Ramsden Infants is an inclusive school, we believe in providing every possible opportunity to develop the full potential of all children.Our school currently provides additional and/or different provision for a range of needs, including:

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Suffered adverse childhood experiences. These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Staff



Our SENCO is Ashleigh Swarbrick.
Her working days are Tuesday, Wednesday and Thursday



Mrs Archer is our teacher in Resourced Provision.

Training

Our staff take part in regular training so they can give your children the very best support. Depending on what each child needs, this learning happens through school workshops, team sessions, one-to-one training, or specialist courses.

To make sure every child gets the right care, our Special Educational Needs and Disabilities Coordinator (SENDCo) and teachers work closely with external experts, including:

- Speech and Language Therapists
- Occupational Therapists and Physiotherapists
- Educational Psychologists
- Special Advisory Teachers
- Sandgate Outreach Team

Inclusion & The PINS Programme

We piloted the Partnerships for Inclusion of Neurodiversity in Schools (PINS) programme, which helps our staff better understand and support neurodivergent children. We are excited to continue the second year of this project, keeping up our strong teamwork between school, healthcare experts, and families.

Continuous Staff Learning

Learning never stops for our team. Throughout the year, staff build their skills through general training or by learning specific strategies to support a child they work with.

External agencies and experts

Sometimes we need extra help to offer our pupils the support 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
- Paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
- CHIDVAs
- Family Hub
- Sandgate Outreach

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

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEN, the first person you should tell is your child's teacher. They will pass the message on to our SENCO, Miss Swarbrick who will be in touch to discuss your concerns. You can also contact the SENCO directly adswarbrick@ramsden.cumbria.sch.uk	We will meet with you to discuss 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 SEND register.

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

All our class teachers look out for pupils who might need extra help with their schoolwork or social development. We regularly check every child's progress to see if anyone is falling behind their peers, slowing down, or struggling with wider social skills. If a teacher notices a child is making slow progress, they will immediately target those areas with tailored, high-quality teaching. If things do not improve, the teacher will discuss it with our SENDCo to see if the child might have a Special Educational Need (SEN). Please note that slow progress or low attainment does not automatically mean a child has SEN.

How We Investigate and Assess

To understand a child's unique strengths and difficulties, our SENDCo will:

- Observe the child in the classroom and out on the playground.
- Review their progress alongside their teachers, comparing it to national data.
- Look at the bigger picture, considering short-term factors
- Take extra care if English is not the child's first language, ensuring language barriers aren't confused with learning needs.
- Listen to everyone, gathering thoughts from you, your child, and—if needed—external experts like speech therapists or educational psychologists.

Next Steps and Support Plans

Based on all this information, the SENDCo will decide if your child needs official SEN support, and we will write to you with the outcome. If support is needed, your child will be added to our SEND register, and we will work closely with you to build a personal SEN support plan.

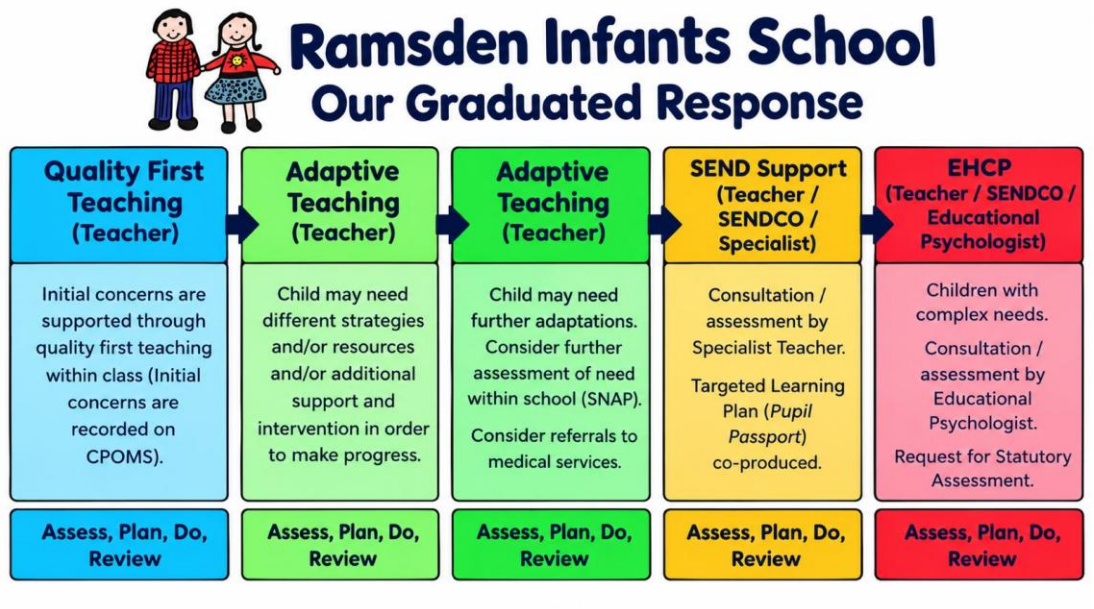
Joining Our School

If your child is starting at our school and already has identified SEN, works with external agencies, or has an Education, Health and Care Plan (EHCP), we will work with their previous setting beforehand. This ensures all relevant information and support are ready for their very first day.

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.



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. We may use the AET (Autism Education Trust), developmental journal or national curriculum standard assessments to monitor progress depending on the need.

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

We believe that you know your child best. That's why we put you and your child at the heart of every decision about their support.

- Early Conversations
  If we think your child might need extra help, we'll talk to you as soon as possible. We'll discuss your child's strengths and any difficulties, listen to your concerns, and agree on what we all want to achieve. We'll make a note of this and give you a copy.
- Clear Plans
  If your child needs SEN support, we'll explain what help we'll give and what outcomes we're aiming for. You'll know what we'll do in school, what you can do at home, and what your child can do too.
- Regular Updates
  You'll meet your child's teacher at least three times a year to review progress and update plans. The SENCO may join these meetings. You'll also get an annual report on your child's progress.
- Your Voice Matters
  We want to hear from you whenever your child's needs or goals change. Your views help us make sure the support we give is right for your child. If you have concerns between meetings, you can contact your child's teacher or the SENCO at any time.

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 r 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, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

How will the school adapt its teaching for my child?

Your child's teacher is 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 differentiate (or 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, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teaching assistants will support pupils in small groups

We may also provide the following interventions:
Insert list of interventions provided at your school

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS

Communication and interaction	Autism spectrum disorder (ASD) Speech and language difficulties	We have a Resourced Provision for children with ASC and places are allocated to children with EHCPs through the Local Authority We use a range of aids to support: *Bucket time *Sensory circuits *visual timetables *Objects of reference *Dot timers *Colourful Semantics *Yellow Door *Wellcomm *Early Talk Boost *Social Stories *Start Listening *Barrier Games *Talk About Pictures
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties Severe learning difficulties	We use a range of adapted teaching techniques within the classroom and high- quality teaching We use a range of resources to support pupils with their learning and to promote independence in the classroom *Coloured overlays *coloured paper where needed *Writing slopes *Adapted paper *Access to a laptop to support learning Referrals to our Educational Psychologist and specialist advisory teaching service
Social, emotional and mental health	ADHD, ADD Adverse childhood experiences and/or mental health issues	Quiet workstation Nurture groups Staff are trained in Adverse Childhood Experiences (ACES) ELSA Counselling through Cancer Care, CHIDVA, and a range of other agencies Support through the Family Hub Breakout Pod BUSS Group
Sensory and/or physical	Hearing impairment Visual impairment Multi-sensory impairment Physical impairment	We have access to a range of sensory room within school We buy in resources to support children with their sensory needs. Input from the Local Authority for children with visual and hearing impairments. All children with a health need or physical disability have a Health Care Plan BEAM BUSS Group Dough gym, Squiggle

These interventions are part of our contribution to Westmorland and Furness's local offer.

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 half termly
Using pupil questionnaires
Monitoring by the SENCO
Using provision maps to measure progress
Holding TACs (Team around the Child meeting) and an annual review (if they have an education, health and care (EHC) plan)

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.

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

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

The following steps have been taken to ensure that pupils with SEND have a school experience that is of equal quality: -

- All curricular trips and activities are modified to include those pupils with SEND
- Where necessary, adaptations have been made to our school building to accommodate the needs of children with disabilities- these include ramps, handrails etc.
- Where necessary, resources are purchased for pupils to use in school, this could include adapted chairs, sloping boards etc.
- School ensures that progress is monitored rigorously and regularly
- We enable pupils with SEND to engage in all activities available to those in the school who do not have SEND: All of our extra-curricular club activities and school visits are available to all of our pupils
- All pupils are encouraged to go on residential trips with appropriate support
- All pupils are encouraged to take part in sports days/ school plays etc. No pupil is ever excluded from taking part in these activities because of their SEND
- Staff are trained on adaptive teaching techniques and are able to incorporate different strategies and resources into their teaching

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

At Ramsden Infant School, we believe that the admissions criteria should not discriminate against pupils with SEND and adheres to the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND.'

Ramsden Infant School strives to be a fully inclusive school. All pupils are welcome, including those with SEND, in accordance with the Local Authority Admissions Policy. If your child has an EHCP, the Local Authority will consult us by sending a copy of your child's EHCP to us. The SENDCo will then liaise with the Headteacher to ensure that your child's needs can be met in a mainstream setting before replying to the consultation. There may be times when we feel that a more specialist setting is more suitable for your child and this will be discussed with the Local Authority.

How does the school support pupils with disabilities?

Our Accessibility Plan is available on our school website

At Ramsden we aim to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

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
- We provide extra pastoral support for listening to the views of pupils with SEN by ELSA and SERIS
- We have a 'zero tolerance' approach to bullying.

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 SEN be prepared for a new school year we:

At the end of each school year, all of your child's information will be passed onto the new class teacher. The current class teacher will meet with the new class teacher to discuss your child's needs and support requirements

We use Provision Map to record the Learning plans, this will be accessible to all staff working with your child.

Where there is a need, some children will be provided with a transition booklet at the end of the school year. This will have photographs of their new classroom and staff working with them.

Schedule lessons with the incoming teacher towards the end of the summer term and additional transition sessions where necessary.

Between schools
Between schools When your child is moving on from our school, we will then share information either electronically or hard copies with their new school. We will liaise with the current school to form a robust transition program, allowing your child to visit us before they start and our staff to visit your child in their current setting.

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

Our CLA lead is Mrs Archer.
Mrs Archer will work with Miss Swarbrick 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 SEN. 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?

You can find our complaints procedure Ramsden Infant School - Policies

If you have concerns about the help your child is getting, please tell us. We want to work with you to sort things out quickly.

1. Talk to Us First
   Start by speaking to your child's teacher or the SENCO. Most problems can be solved this way.
2. Formal Complaint
   If you're still unhappy, you can make a formal complaint. We'll follow our school's complaints policy. You can ask us for a copy or find it on our website.
3. Other Options
   If you feel your child has been treated unfairly because of their special educational needs or disability, you can make a claim to the SEND tribunal. This could be about:

- Admission
- Exclusion
- Education and support
- Reasonable adjustments

Before going to a tribunal, you can try **mediation** or **disagreement resolution**. We can give you details of these services. For more information, see the SEND Code of Practice.

What support is available for me and my family?

If you have questions about SEN, 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 SEND Local Offer | Westmorland and Furness Council offer.
Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:
Westmorland and Furness SEND IAS Service | Sendiass
Local charities that offer information and support to families of children with SEN are:
Family Help | Westmorland and Furness Council
Love Barrow Families - Local families & agencies working together to achieve better outcomes.
National Autistic Society, Furness branch - Furness For You
SCuDa - South Cumbria Dyslexia Association
National charities that offer information and support to families of children with SEN are:

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

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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
- **Differentiation** – 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 (EHC) 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 SEN
- 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 that explains what services and support are on offer for pupils with SEN in the local area
- Outcome – target for improvement for pupils with SEN. 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 that meets the needs of pupils with SEN
- Transition – when a pupil moves between years, phases, schools or institutions or life stages