



Ranelagh Primary School

Pauls Road Ipswich IP2 0AN

Telephone: (01473) 251608

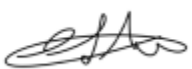
Email: admin@ranelagh.suffolk.sch.uk

Acting Headteacher: Mrs O Hopper

SEN Policy and Information Report 2026/27

Reviewed on: 28th September 2026

Next Review due: September 2027

Signed by:  Chair of Governors

Signed by:  Headteacher

How will Ranelagh Primary School support my child?

At Ranelagh Primary School, we embrace the fact that every child is different, and, therefore, the education needs of every child are different. We strive to ensure that every child in our school is happy, secure and are able to enjoy their time at school. Ranelagh Primary is an inclusive school committed to helping every child make good progress and achieve their full potential. We recognise that each child is unique, and we take the time to understand their individual strengths, needs, and aspirations. We strive to meet these needs through a range of approaches, including additional support in lessons, adaptations to the curriculum, and assistance with personal or medical requirements.

We provide a broad, balanced and inclusive curriculum for all children. The National Curriculum for Years 1-6 and the Early Years Foundation Stage (EYFS) form the basis of our curriculum planning. We adapt our teaching and learning approaches where necessary to ensure that the needs of individual pupils and groups of children are met effectively. Teachers plan ambitious learning objectives that challenge and support every child to achieve their full potential. For some pupils, a more personalised approach to learning is needed. In these cases, we create personalised curriculum programmes using a range of planning and assessment tools, including the Engagement Model and the Pre-Key Stage Standards. This helps us make sure learning is tailored to each child's needs, strengths and stage of development and demonstrates progress.

Our approach is shaped by the unique needs of every child. We work closely with parents, carers, and other professionals who know the child well to identify the most effective ways to support them. Once a child joins our school, we maintain regular communication with families, carefully monitor progress and wellbeing, and, where appropriate, seek further from external specialists, including education and health professionals, to ensure the best possible outcomes.

What do children receive at Ranelagh Primary School to ensure their needs are being met?

All children receive quality first teaching from their class teacher, as we know that great classroom teaching has the biggest impact on children's learning and progress. However, if a child is not making the progress we would expect, they may need additional support, resources, or adaptations to help them succeed. At Ranelagh Primary School, we recognise that every child is unique and may learn in different ways. This may include the needs to make reasonable adjustments in line with the SEND Code of Practice (2015) and the Children and Families Act.

If we feel that a child may have special educational needs and is not making expected progress despite these adjustments, we will monitor their progress closely using the

Assess, Plan, Do, Review cycle (APDR) This usually takes place over 12 weeks, although the timescale may vary depending on the child's needs. During this period, we work closely with parents, teachers, and the child to gather views and build a full picture of their strengths and areas of need.

If additional support is required, the child will receive provision that is different from or additional to that available to their peers. Specific actions will be agreed and reviewed every 6 weeks in partnership with the child, their parents, and school staff. At this stage, the child will be added to the SEND register.

How does Ranelagh Primary School identify when a child needs additional support and what should I do if I think my child may have Special Educational Needs?

Often children are identified as having special educational needs before they start at Ranelagh Primary School. When this happens, we work closely with the people, including professionals, who already know the child so that we can start putting support in place before they begin with us.

If a parent is concerned that their child may have special educational needs, there are many people in school who can help. The class teacher gets to know each child well and is always happy to meet with parents to talk through any concerns. Our SENDCo also has experience of working with children with special educational needs and their families. Their role is to make sure the school is doing everything it can to meet individual and group needs, and to seek further advice and support for both parents and staff when needed.

Sometimes, when a child starts at our school, staff quickly notice that they may need extra support. In other cases, it may take a little longer to identify their needs. Teachers will share their observations and assessments with parents and use these discussions to gather more information. In most cases the SENDCo will just use these discussions to gain further insight into the child's strengths and difficulties. Teachers can speak with their Phase Lead and/or the SENDCo, who may suggest additional strategies or approaches to help support the child.

All children's progress is closely monitored by class teachers, Phase Leads, SENDCo, Deputy Headteacher and Headteacher. These staff meet regularly to review children's progress, strengths, and areas for development. If we feel a child is not making expected progress, we will observe them, assess their learning in school, and use a range of assessments across the four broad areas of need to help identify any barriers to learning. We will then put in place targeted intervention in provision so they can make progress.

The four broad areas of need are:

- **Communication and Interaction** (e.g. Autistic Spectrum Disorder, speech and language difficulties, non-verbal or limited speech)
- **Cognition and Learning** (e.g. dyslexia, dyscalculia, memory difficulties, executive functioning difficulties)
- **Social, Emotional and Mental Health** (e.g. Attention Deficit Hyperactive Disorder, emotional regulation difficulties, anxiety, trauma needs)
- **Sensory and Physical** (e.g. visual impairment, hearing impairment, sensory processing difficulties, chronic health conditions)

Sometimes, staff may identify barriers to learning that cannot be addressed through normal classroom strategies or additional support. If this happens, the class teacher will meet with parents to discuss what has been identified, what support has already been tried, and the next steps.

If parents agree, we may make referrals to external agencies. This helps us better understand the child's needs and ensures that both parents and staff receive clear advice on how best to support them moving forward.

How does Ranelagh Primary School identify and assess additional needs?

We use the legal definition of SEND, set out in the SEND Code of Practice and the Children and Families Act, to help us understand and plan support for children who are making less than expected progress.

When children start in Reception, they receive support based on their individual needs. This is based on baseline assessments and tools such as WellComm. After a term of intervention, we review how well a child is doing. If they have made good or accelerated progress, the support may stop or be changed, and they would not be added to the SEND register. If, after around two terms, a child is still not making expected progress despite support, and we feel they may have special educational needs, they will be added to the SEND register. In some cases, this may happen sooner depending on the child's needs. Children who attended our Nursery may already be on the SEND register if needs were identified earlier.

A child may be identified as needing SEND Support if they:

- find learning more difficult than most children their age
- are not making expected progress from their starting point
- have a disability that makes it harder for them to access learning in the usual way

When this happens, the class teacher and SENDCo work together to look closely at the child's needs. This includes:

- teacher observations and assessments
- how the child is doing compared to their peers and national expectations
- parents' views and experiences
- the child's views (where possible)

- advice from outside professionals, if needed

We regularly review how well support and interventions are working. The SENDCo, class teacher, parents, and child work together to adjust support as needed. We set clear target through use of targeted outcomes and review them regularly, with formal reviews each term to make sure progress is being tracked and support is updated when needed.

If a child has an Education, Health and Care Plan (EHCP), we are legally required to review it every within the first 5 to 12, depending on the child's age, with parents and professionals involved. We may also hold reviews more often if needed.

Which external agencies, specialist services, or professionals does the school access?

Our school work closely with Speech and Language Therapists, Educational Psychologists and professionals from Suffolk Local Authority Support Services, including Specialist Education Services (SES) and Statutory SEND Services. In addition, we have ongoing contact with a range of health and specialist professionals such as Paediatricians, Consultants, Physiotherapists, Occupational Therapists, Mental Health in Schools Team, Suffolk Communication Aids Resource Centre (SCARC) and the Early Help Team.

Safeguarding for SEND

At Ranelagh Primary School, we make sure all staff are kept up to date with the latest safeguarding guidance and training.

We know that children with SEND can sometimes face extra safeguarding challenges. This means there can be additional barriers when identifying concerns such as abuse or neglect, so we provide extra pastoral support where needed.

These barriers can include:

- assumptions that a child's behaviour, mood, or injuries are linked to their SEND, without further investigation
- being more likely to experience social isolation from peers
- being affected by bullying without always showing clear outward signs
- difficulties with communication, which can make it harder for concerns to be shared or understood

We monitor the wellbeing of children with SEND closely through regular meetings and ongoing communication. This includes inclusion meetings, pupil progress meetings, parents' meetings, APDR reviews, annual reviews, transition meetings and regular discussions between teachers and support staff.

How are the school's resources allocated and matched to children's special educational needs?

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

When children have significant additional needs, the school can apply for High Needs Funding from the Local Authority, which is moderated by the Inclusion Funding Hub. This funding is used directly to support the child it has been awarded for, through interventions, resources, and additional adult support.

Some children take part in targeted interventions to help with specific areas of learning, while others may need more individualised support depending on their needs. All targeted provision is recorded on individual Pupil Passports, EHC Learning Plans and the Inclusion Tracker.

How will the school help prepare and support my child when they start at the school, move to a new school, or progress to the next stage of their education?

We know transitions can be difficult for children with SEND, so we take steps to make them as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit pre-schools/nursery with the Foundation Stage Leader when appropriate
- If helpful, we will use visual resources (such as social stories) to help your child understand the change
- Your child may be offered visits or transition sessions in school, if appropriate
-

If your child is moving to another school:

- We will contact the new school's SENDCo to share important information and discuss any support needed
- Where possible, we will arrange a transition/planning meeting with the new school
- All records will be passed on as soon as possible
- If helpful, we may create social stories or visual resources to support your child with the move
-

When moving classes within school:

- Information will be shared with the new class teacher in advance, and a planning meeting will take place if needed
- Pupil Passports and One Page Profiles will be passed on to the new teacher

- Social stories may be used if they help your child understand the change
- Any equipment or resources (such as writing slopes, privacy screens, or ear defenders) will be moved with the child so they continue to have what they need
- Planned transition days with consideration given to staffing

In Year 6:

- The SENDCo will share information about your child with the SENDCo at their secondary school, and a transition meeting will be held along with the class teacher
- In some cases, multi-agency meetings may be arranged to create a more detailed transition plan
- Your child will take part in activities and lessons to help them understand and prepare for the move to secondary school

What support will there be for my child's overall wellbeing?

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 Personal, Social and Health Education (PSHE) curriculum to support this development, which is further consolidated by Happy Minds. For pupils who need additional support in this area, we provide a range of interventions, including ELSA support, access to a Mental Health First Aider, and targeted playtime and lunchtime provision. Where appropriate, onward referrals may be made to services such as the Mental Health in Schools Team, the School Nurse or Kids Inspire, These will always be discussed with parents before any referral is made.

We have a zero tolerance approach to bullying.

What training have the staff supporting children with SEND had or are having?

Staff are trained to adapt teaching to support a wide range of special educational needs and disabilities.

We have experienced staff who can use approaches to support children with:

- specific learning difficulties (such as dyslexia)
- Autism
- coordination difficulties
- WellComm strategies
- memory difficulties
- hearing impairment
- speech, language and communication needs

- sensory processing difficulties
- musical communication
- social and emotional needs
- a range of medical conditions
- gross/fine motor development
- executive functioning difficulties
- Therapeutic Thinking

We also have staff trained in using Talk Pads, communication boards, different speech and language therapy approaches, moving and handling techniques and specific physiotherapy programmes.

Our teachers and teaching assistants are always willing to learn new skills so we can continue to meet the needs of all children in our care.

How will my child be able to take part in activities beyond the classroom, including school trips?

All children are given equal opportunities to take part in activities outside the classroom, including school trips and residential visits. Children with SEND are included wherever possible, except in very exceptional circumstances.

We work closely with parents to make sure we fully understand each child's needs, and where needed we may seek advice from specialists to ensure nothing is missed. All trips and visits are carefully risk assessed, taking into account the needs of all children attending.

We provide the right level of support for each child, which may be in a small group, 1:1, or more support if required. We also carefully consider access and transport so that no child is excluded.

Where possible, we also make use of additional activities that are specifically available for children with SEND and ensure we take advantage of these opportunities.

How accessible is the school building?

Our school building is very accessible in EYFS and KS1. KS2 can be most easily accessed via EYFS. A portable ramp is available for where there are small steps or changes in surfaces to support access. There is a lift from the ground to the first floor, as well as wheelchair lift to access the KS1 classrooms on the ground floor. We have two accessible toilets on the ground floor.

There is a ramp to the external doors from the playground, and there is access to the car park with designated disabled parking space.

What if I am not happy with a decision or what is happening for my child?

If you have a concern or complaint about SEND provision in our school, these should be raised with the SENDCo in the first instance. From there, the issue will be followed up in line with the school's complaints policy.

Parents of children with disabilities also have the right to make disability discrimination claims to the First-tier SEND Tribunal if they believe the school has discriminated against their child.

This could relate to:

- exclusions
- the provision of education and related services
- a failure to make reasonable adjustments, including providing additional aids or services

Who can I contact for further information?

- Your child's class teacher - all teachers are teachers of children with SEND
- SENDCo - SEND@ranelaghprimary.net
- Headteacher
- SENDIASS - can offer further impartial advice and support - 01473 265210 or <https://suffolksendiass.co.uk/>
- The Local Offer - <https://www.suffolklocaloffer.org.uk/>