SEND Information report

Special Educational Needs at Rangeworthy CEVC Primary School

January, 2026

Rangeworthy CE VC Primary School is part of Seven Federation Academy Trust (SFAT). The school follows the policies and guidance of the Trust and lies within South Gloucestershire Local Authority. Further information on South Gloucestershire's local offer for SEN please follow: SEND Local Offer | South Gloucestershire (southglos.gov.uk).

Rangeworthy is an inclusive school and offers a range of provision to support children and young people with SEND. We believe that all children, including those identified with special educational needs, have an entitlement to access a broad, balanced curriculum and that all children are fully included in all aspects of school life. We provide for a wide range of needs including those related to Communication and Interaction, Cognition and Learning, Social and Emotional difficulties and Sensory & Physical difficulties.

Q: How do we identify special educational needs and disabilities (SEND) and what should I do if I think my child may have a special educational need (SEN)? When children enter Rangeworthy with identified SEND, we will work with the parents and professionals already involved and use the information to identify their SEN within school and how to best meet the child's needs.

If you tell us that you think your child has SEND we will discuss this with you. We will observe your child in class and plan with you how we can best support your child. If your child is having difficulty with their learning or not making progress in line with their peer group this may be an indication of SEND. In this case we will observe them and assess what their needs are. If we require further advice we will contact the Inclusion support team or other professionals. For further information please refer to our Trust's SEND Policy special-educational-needs-and-disabilities-policy.pdf

Q: How will Rangeworthy support my child's difficulties with learning / Special Educational Needs or disability? All teachers provide Quality First Teaching through personalising learning, ensuring that any additional needs are provided for. Individual provision plans are written for those who require them. These provision plans are regularly reviewed and meetings are held between school and parents/carers to review targets and share progress. Class teachers ensure that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress.

Where further support is needed, the SENCO, Christine Wilson, will contact parents to discuss the involvement of the appropriate professional. The SENCO coordinates all the support for children with special educational needs and disabilities and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. If a child has specific needs where the teacher needs extra training, this will take place and specialists will be involved where necessary.

The Headteacher, Mike Riches, works alongside the SEND leader to develop a strategic plan to continually improve our provision for children with SEND. He also ensures the Governing Body and Trust are up to date with any issues relating to SEND. The school's SEN Governor is Marie Bath, she liaises with the SENCO and reports to the Governors annually.

Q: How will the curriculum be matched to my child's needs? All our staff are trained to match learning to the needs of individuals so that every child is able to learn at their own pace and in their own way. We will make or provide any additional resources required. We use interventions or additional materials so that the child's needs are met and every child is making good progress. Our interventions include: 1:1 and small group phonics tutoring sessions,; individual reading support; White Rose maths support tailored to need; 1:1 Speech and Language sessions; and support through our Emotional Literacy Support Assistant (ELSA). Where there is a specific need, we endeavour to match a suitable programme of intervention to meet it.

Q: What support will there be for my child's overall wellbeing? At Rangeworthy we recognise the importance of positive Mental Health and Wellbeing for all members of our community. We have an Emotional Literacy Support Assistant (ELSA), and an Educational Mental Health Specialist providing support in school each week, have access to the School Nursing Service and Child and Adolescent Mental Health Service (CAMHS).

We are happy to administer medicines that are required during the school day in line with our Medical Needs Policy. If necessary, personal care can be provided.

Some of the interventions provided by the school

Q: What are the different types of support available for children with SEND at Rangeworthy Primary School?

Inclusive teaching and learning for all pupils in the classroom, also known as Quality First Teaching.

For your child this would mean:

- All teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class, for example using more practical learning approaches.
- Specific strategies, which may be suggested by the SEND Leader or outside agencies, are in place to support your child to learn.
- Your child's teacher will have assessed carefully their progress and will have identified the gaps in their understanding. Additional support will be provided to meet your child's needs.

Intervention groups.

These are for children identified by the class teacher as needing some extra support in school.

These may be:

- run in the classroom or another teaching space.
- run by a teacher, teaching assistant or outside professional.

For your child this would mean:

- They will engage in group sessions with specific targets to help them to make more progress.

SEND Support

A small number of children are identified by the class teacher / SEND Leader as needing some extra specialist support from a professional outside the school.

This may be from:

- Local Authority central services e.g. Inclusion Support or Educational Psychology.
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy, or the school nurse.

For you and your child this would mean:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to better understand your child's particular needs and therefore provide appropriate support.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:

  Giving advice about how your child is supported in class
  Setting targets based upon professional guidance
  Running specific interventions e.g. a social skills group
  Giving ideas for support outside of school and in the home

- This type of support is available for children with specific barriers to learning that cannot be over come through Quality First Teaching in the classroom.
- The school buys into these services and is allocated a number of hours of support. Therefore, children are seen in priority order as identified by the school, based on an individual basis.

Q: Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- Teaching assistants
- Educational Psychologist (additional time)
- Inclusion Support Service
- Therapeutic counselling

Paid for centrally but delivered in school:

- Educational Psychology Service (Statutory time)
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- Inclusion Team (Statutory)
- School Nurse
- Occupational Therapy
- Physiotherapy
- Paediatrics
- Voluntary Services
- SEND and You
- Educational Mental Health Practitioner

Q: How will you involve us and our child in their provision?

We are a family focused school and both you and your child will be involved in all decision making. When we assess SEND we discuss this with you to determine whether your child's understanding and behaviour are the same at home and school; we take this into account and work with you so that we are helping your child in the same way to make progress.

We will write a provision plan which will give small targets and monitor the progress your child is making. These will be reviewed with you at least 3 times a year by your child's class teacher and we will discuss the next steps of support for your child.

We welcome parents/carers contacting the school to make an appointment to meet with the teacher/SENCO if they would like to discuss any concerns. We will also contact parents/carers to arrange meetings if we feel this is necessary.

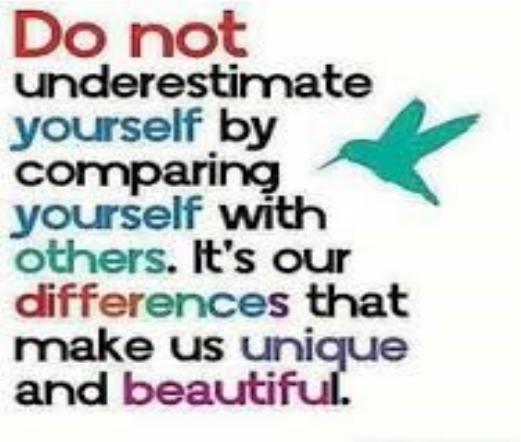
Q: How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to the class teacher initially who will discuss those concerns with you and, if necessary, the SEND leader.
- If you are not happy with the way that the concerns are being managed and that your child is still not making progress you should speak to the SEND Leader or Head teacher.
- We hope to resolve issues that arise quickly and effectively. However, should you feel you need to make a complaint, please find a copy of our complaints policy on the school website or from the school office.

Q: How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress, the school will call a meeting to discuss this in more detail and to:

- listen to any concerns you may have,
- plan any additional support your child may receive,
- discuss any referrals to outside professionals to support your child's learning.



Types of support continued: Educational Health Care Plan

This means your child will have been identified by the class teacher/ SEND Leader as needing a particularly high level of individual or small group teaching, which can't be provided through high quality teaching or SEND support.

Your child will also need specialist support from an outside agency. This may be from:

Local Authority central services e.g. Inclusion Support Service or Behaviour Support.
Outside agencies such as the Speech and Language therapy (SALT) Service or the Educational Psychology Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which determines whether your child's needs are sufficiently complex to require statutory assessment. If this is the case, they will ask you and all professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- Once all the information has been collected, the Local Authority will decide if your child's needs are severe, complex and lifelong (0-25 years). If this is the case they will write an Education and Health Care Plan (EHCP).
- If this is not the case, they will ask the school to continue with current support and to ensure a plan is in place which ensures your child makes as much progress as possible.
- The EHC Plan will outline how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- Additional adult may be appropriate to support your child with whole class learning, run individual programmes or run small groups including your child.

Q: How is extra support allocated to children?

- The school budget includes money for supporting children with SEND.
- The Headteacher sets the budget for SEND in consultation with the Trust and school governors, on the basis of school needs. This includes resources, training and support for staff and pupils.
- The Headteacher and the SEND Leader discuss all the information they have about SEND in the school, including:
  - children receiving support already,
  - children needing extra support,
  - the children who have been identified as not making expected progress

Q: How will my child be included in activities available with children who do not have an SEN?

We have a wide variety of after school activities which are open to all children regardless of their needs, this includes a breakfast club and after school club.
The school offers regular educational trips as well as visitors to school to support learning. All children with SEN/D are welcomed and supported on residential trips. We select visits which are accessible to all children and where necessary parent/carers will be consulted to establish the suitability of a trip for their child before booking to ensure accessibility.

Q: How are the teachers in school helped to support children with SEND and what training do they have?

- The Headteacher and the SEND Leader's role is to support the class teachers in planning for children with any additional needs. Training needs are identified and reviewed in conjunction with school needs. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- The SEND Leader holds the NASENCO qualification and regularly attends best practice networks.

Q: How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

Q: How will both you and I know how my child is doing and how will you help me support my child's learning?

Children's individual provision plans are reviewed, with your involvement, every term and updated. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

Your child's progress is continually monitored by their class teacher and their progress is reviewed formally every term and assessed against the National Curriculum in reading, writing and maths. Pre-KS1 assessment levels are used to assess progress where a child is significantly below national expectations. At the end of each Key Stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). Year 1 pupils undertake a phonics screening check and Year 4 pupils undertake a multiplication tables check.
The SEND leader and Headteacher will also monitor that your child is making good progress and regularly review progress and impact in inclusion meetings and pupil progress meetings.

Q: What support do we have for you as a parent of child with an SEND?

- The class teacher will discuss your child's progress or any concerns you may have and share information about successful strategies.
- The SEND Leader and Headteacher are available to meet with you to discuss your child's progress or any concerns you may have.
- All information from outside professionals will be discussed with you, or where this is not possible, given to you in a report.
- Individual provision plans will be discussed with you when reviewed.
- Homework will be adjusted to suit your child's individual needs.
- A home/school contact book may be used to support communication if appropriate.

Q: How is Rangeworthy Primary School accessible to children with SEND?

- Adaptations have been made to ensure accessibility as far as possible e.g. ramps to classrooms and accessible toilet facilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Before and after school provision and extra curricular activities are accessible to all children including those with SEND.
- Specific equipment is purchased as necessary to meet the specific needs of children with SEND, this is often through recommendations and secured in consultation with outside professionals.

Q: Who can I contact for more information?

- For the first point of contact, please ring the school on 01454 228425 or email Rangeworthyprimary@sfat.uk and your message will be forwarded to the SEND Leader, Christine Wilson, or the appropriate member of staff who will contact you as soon as possible.

Q: How will we support your child when they are leaving this school or moving on to another class?

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

If your child is moving to another school:

We will contact the school SEND Leader and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

Special visit opportunities for children with SEND are arranged with local secondary schools

When moving classes in school:

Information will be passed on to the new class teacher; a transition meeting will take place. All records will be shared with the new teacher.

We hope this information has been helpful. Any further questions please contact us:

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Church Lane, Wotton Road, Rangeworthy, Bristol BS37 7ND

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