



Special Educational Needs and Disability Report

2026 - 2027

What kind of special educational needs does the school/setting make provision for?

At Rampton Primary School, we recognise a wide range of special educational needs which we aim to support and make provision for. These are categorised into four areas of needs, outlined within the SEND Code of Practice (2015):

- **Cognition and Learning**
Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.
- **Communication and Interaction**
Children and young people with speech, language and communications needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Social, emotional and mental health difficulties (SEMH)**
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/physical needs**
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

As a school, we will ensure that we work with pupils, parents and professionals to determine the support and provision a child may need in relation to the areas outlined above.

How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

At Rampton Primary School, we use a variety of assessments and information to determine whether additional support may be required. Class teachers will be

involved in regular pupil progress meetings, where assessments and professional knowledge of the child are used to determine support.

Where further support is required, the class teacher and/or SENDCo will speak with parents/carers in the first instance, about identifying their child as having a special educational need. Additionally, a parent/carer may request a meeting with the class teacher and/or SENDCo where they feel that their child may require additional support as a result of special educational need.

How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

SEND review meetings will take place regularly, involving the class teacher, the SENDCo and parents/carers, in order to ensure that provision is effective and suited to the child's needs.

Pupil progress will be monitored on a termly basis, in line with the SEND Code of Practice. The school will review the impact of the provision for pupils and provision maps, targets and progress will be evaluated.

Where specific interventions are taking place, these will be reviewed regularly (at least once per half term) and alterations to the provision will be made in light of whether the child has made progress, while also informing parents/carers of this decision.

How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

We will ensure that parents are updated regularly about their child receives. When children are identified as having a special educational need, teachers and the SENDCo will meet with parents and pupils on a termly basis to review the plans and provision in place and the impact that they are having. During these review meetings, parents will be offered information on how they can support their children outside of school.

What is the school's approach to teaching pupils with special educational needs?

We ensure that every child receive high quality teaching, first and foremost. Support is available for children to achieve at their level of understanding and ability through

a variety of tasks, activities and strategies. Children with special educational needs have carefully planned provision and targets, which ensure that everyone involved in supporting them has a clear understanding of their needs and how to meet them. This will include highlighting their strengths and interests and strategies that are most effective for them. We also work alongside other external agencies to ensure that we have explored all approaches for individual needs.

How will the curriculum and learning be matched to my child's needs?

Staff use a range of resources available to them in school alongside a progressive curriculum to identify the starting points within each area of learning.

Staff use a progressive curriculum, utilising a range of resources to support every starting point within an area of learning. Where necessary, individualised approaches may be taken as part of a child's provision, to ensure that the curriculum matches the needs and starting points of the child. These approaches form part of the child's provision and are reviewed regularly.

How are decisions made about the type and amount of support my child will receive?

As a school, we work together to consider the support that is required for pupils. By doing so, we create provision maps, intervention timetables and support plans for those pupils that require it. We also work alongside the wider network of schools, our family of schools and the family SENCo to determine whether additional funding is required in order to fulfil the support needed. Our SENCo will consider the need to apply for additional needs funding, using the agreed processes provided by Nottinghamshire County Council.

How will my child be included in activities outside the classroom, including school trips?

At Rampton Primary School, we feel it is essential that every child is given the same opportunities to access activities both in and out of the classroom. We will work with parents/carers alongside other professionals to ensure we have considered ways in which we can include all children. Where it is appropriate, we will seek specialist advice and risk assess appropriately when planning these activities.

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

The wellbeing of our pupils is of the utmost importance. Rampton Primary School is a safe and welcoming environment where staff know the children well. Supporting one another is actively encouraged, allowing them to demonstrate teamwork and collaboration. Where pupils do experience difficulties with their emotional needs, this will be discussed with parents and pupils to determine the next steps. This could include Nurture or ELSA sessions, either as a 1:1, or in group sessions, dependent on the need and the circumstance.

Who is the school's Special Educational Needs Co-ordinator (SENCo) and what are their contact details?

The SENCo at Rampton Primary School is Miss Heather Pettit, contactable via the school office: office@rampton.notts.sch.uk.

What training have staff supporting special educational needs had and what is planned?

At Rampton Primary School, staff have accessed training through external specialists to identify and support additional needs within our setting. Staff have received training on sensory profiling, understanding ADHD and Autism, as well as continued training suited to the pupils that attend our school.

Continual training takes place to support the needs of our pupils and is regularly reviewed to ensure the most up-to-date training is available for staff.

What specialist services and expertise are available or accessed by the school?

As part of the Tuxford family of schools, we utilise the support of the team of SENCos, in addition to the Family SENCo, for advice. Alongside this, we work with a range of external specialists, which includes but is not limited to:

- Educational Psychologists
- BPBP – Bassetlaw Primary Behaviour Partnership
- Speech and Language Therapy
- Healthy Family Team
- Health Professionals
- CAHMS – Children and Adolescent Mental Health Service
- APTCOO – Family support for children with additional needs based in and around Retford.

How will equipment and facilities to support pupils with special educational needs and how accessible is the site?

As a school, we are wheelchair accessible and have disabled changing facilities on-site. We have wheelchair ramps to support wheelchair users when entering or leaving vehicles, such as buses for trips, where required.

What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child?

At Rampton Primary School, we hold two parents' meetings across the year. We meet with parents of pupils with special educational needs to review provision and set targets. Parents are involved in discussion around additional, or specialist, support that might be required.

What are the arrangements for consulting young people with SEND and involving them in their education?

Pupil voice is gathered when setting new targets, through their pupil passports and is used to formulate the provision and set targets. This is gathered by teachers, who know the pupil best in school, and reviewed alongside the SENCo, to consider the appropriate provision and targets in place.

What do I do if I have a concern or complain about the SEN provision made by the school?

Any concerns or complaints should be directed to the class teacher and/or SENCo in the first instance. Should there be no resolution, parents/carers can be directed to consider the complaints procedure, available on the school website.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governing body support the school in ensuring the SEND Policy is adhered to. The link governor supports the SENCo to ensure the appropriate bodies are

consulted in relation to meeting the needs of pupils with special educational needs and their families.

How does the school seek to signpost organisations, services etc. who can provide additional support to parents, carers and/or young people?

At Rampton Primary School, we signpost our community to many other services through open mornings, information sent through our messaging service and through our school website.

How will the school prepare my child to:

1. Join the school?

We will work closely with parents/carers, in conjunction with any relevant agencies, to ensure that transition to our setting suits the child's needs. This may include a transition plan and involve the child's voice to ensure steps for transition are suitable.

2. Transfer between phases of education (such as EYFS to Primary, Primary to Secondary)

Within our school, information about pupils is shared between class teachers as children move from each class, to support their transition to a new setting. When pupils are preparing to move classes, consideration will be made about whether additional transition will be needed and plan for this accordingly.

We also work closely with secondary schools and seek to support pupils through additional transition sessions before the pupil moves to their chosen school. The SENCo will work with these schools to ensure a supportive transition, including work alongside specialist provision.

3. Prepare for adulthood and independent living?

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g moving on to higher education.

The school will:

Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.

Support pupils so that they are included in social groups and develop friendship

Ensure that pupils with SEND engage in the activities of the school together

with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
Engage with secondary schools, as necessary, to help plan for any transitions.

Where can I access further information?

Our school website has our SEND policy as well as a range of other information about what our school offers. www.ramptonprimary.co.uk