

SEND Report 2024-2025

SEND Information Report 2024-2025

At IFTL Trust Schools, we believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported whilst also gaining independence on their developmental journey. At IFTL schools, we look beyond the external presentation of behaviour to fully understand the specific needs of pupil and continually reflect on best practice and provision that would facilitate their progress.



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At Rickleby Park Primary School, we are committed to providing an inclusive education for all our pupils. We maintain high expectations of both staff and learners to create a happy, personalised and supportive environment. We encourage all children to fulfil their full potential and embrace their individual talents and needs.

Within school, we promote equality of opportunity and access to a broad and balanced curriculum for all learners. It is the responsibility of all teachers to help every pupil achieve their best through adaptive teaching and continuous provisions. Part of this is making decisions as a team around each child. We believe that parents and carers play a vital role in supporting their child's education and we aim to foster positive relationships between parents, staff and pupils during their time with us.

At Rickleby Park Primary School, we aim to:

- Identifying pupils with Special Educational Needs and Disabilities (SEND) as early as possible to ensure their needs are met promptly.
- Have effective systems in place to identify and support pupils with additional needs.
- Provide all pupils with a broad and balanced curriculum supported through adaptive teaching.
- Maintain high expectations for pupils with SEND.
- Foster strong relationships between everyone involved in the child's life.
- Actively engage with the Local Authority and external agencies to best support pupils' education.

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What kinds of Special Educational Needs are provided for at Rickley Park?

The SEND Code of Practice states 'a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

Rickley Park Primary School supports children with a wide range of additional needs across the four areas of SEND.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

At Rickley Park Primary School, there are approximately 90 pupils on the SEN register. 10 of these pupils have Education, Health Care Plans.

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How does Rickley Park identify children with Special Educational Needs and Disabilities?

At Rickley Park Primary School, class teachers are continuously monitoring and assessing children's progress. This is part of Quality First Teaching. If a member of staff notices that a child may be struggling with a specific learning goal or are making less than expected progress, this will be discussed during termly Pupil Progress meetings. With support, teachers will implement different strategies and interventions to address this need.

If a child has a persistent difficulty, the SENDCo may complete observations of them in class and with the class teacher will complete a range of assessments to identify specific areas of difficulty. If after these strategies and interventions are implemented, the child is still not making sufficient progress, the class teacher (with support from the SENDCo) may decide that further intervention is required. This may involve seeking support and advice from external agencies in addition to drawing from expertise such as speech and language support within school.

Monitoring

This is a constant process that occurs daily through marking and feedback.

If concerns are raised related to a pupil's progress, these will be referred to senior leadership (including the SENDCo) to closely monitor over a short period.

If progress is still a concern, then a child may be added to the SEN register and a PSP (Pupil Support Plan) will be created.

Termly Reviews

Pupil Progress meetings occur every half term with teachers and senior leadership.

Parents/carers are offered termly meetings to discuss progress and to set new targets for their child's PSP.

Statutory Reviews

EHCPs are reviewed annually by the SENDCo, parents and Local Authority. This will involve a discussion about progress and setting new targets.

What should I do if I think my child may have Special Educational Needs?

We encourage parents/carers to speak openly with class teachers about their children's needs and we greatly value parental input. If parents are concerned about their child's progress and they have not already discussed this with the class teacher, we would encourage them to do so in the first instance. This can be done by speaking to them at the end of the school day or making a phone call to the main reception. Each teacher also has an email which you can use. This usually resolves most concerns and queries. If not, an appointment can be made with the SENDCo via the main school office.

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How does our school access your child's needs?

A range of assessments are used to establish an individual pupils' needs. The academic progress of SEND pupils in Key Stage One and Key Stage Two is monitored in the same way as all pupils across the school, using our school assessment system 'Sonar'. The 'Engagement Model' is also used to support pupils who are working below National Curriculum expectations.

In addition to this, teachers may also use more personalised assessments that support their individual area of need, for example a FACT, FACT+ or Boxall Profile. This along with the background history, evidence of intervention and tracking of progress over time paints a picture of whether a child has SEND. If external agencies are involved, with parental consent, they may also conduct assessments to examine an individual child's strengths and difficulties and set targets.

Children on the SEN register will have additional targets linked to their area of need. Depending on the level of support needed, this will be recorded on either a Pupil Support Plan (PSP), SEN Support Plan (SSP) or an Education, Health Care Plan (EHCP).

Pupil Support Plan

PSPs are tracked continuously, and targets are reviewed three times a year. Parents will be invited to meet with the class teacher to discuss progress and set new targets. The SENDCo can join these meetings at the request of parents or teachers.

SEN Support Plan

SSPs are tracked continuously, and targets are reviewed every six weeks. Parents will be invited to meet with the class teacher and SENDCo to discuss progress and set new targets.

Education, Health Care Plan

EHCPs are tracked continuously to ensure children are making progress towards their short-term targets.

EHCPs are reviewed annually by the SENDCo, parents and Local Authority. This will involve a discussion about progress and setting new targets.

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How will my child be taught at Rickley Park Primary School?

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching” (SEND Code of Practice, p99).

At Rickley Park Primary School, we endeavour to ensure that all children have access to a high standard of ‘Quality First Teaching’ across the curriculum. This is the effective inclusion of all pupils in high-quality everyday teaching where the teacher has high expectations of all learners in the class. Quality First teaching approaches include clear lesson objectives which are explicitly shared, carefully introduced vocabulary, as well as making use of visual, kinaesthetic as well as auditory/verbal learning. Using Quality First teaching strategies from the beginning is the best way to support all learners and reduce the number of pupils who need additional support. All teachers have had training in and apply ‘adaptive teaching’ techniques to maximise independence and progress for all children.

In addition to high quality teaching for all, children on the SEN register will have access to additional targeted support and provision relevant to their area(s) of need. This may consist of adult support, interventions, resources, environmental adaptations, additional assessments and the involvement of external professionals where needed.

Children who have an Education, Health Care Plan, SEND Support Plan or receive top up funding may receive a more personalised provision depending on the needs of the individual pupil. This does not mean 1:1 adult support across the curriculum. At Rickley Park we promote the independence of all our learners and adult support is used carefully when it is appropriate.

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

At Rickley Park we passionately believe that all children have an entitlement to a broad and balanced curriculum. We work hard to establish an inclusive curriculum, with clear differentiation and multi-sensory resources that can meet the needs of all types of learners. Our curriculum is appropriately adapted to consider individual needs and focuses very much on the stage the child is at. There are several ways in which Rickley Park ensures we are an inclusive environment for all. All children in our school have access to Quality First teaching: adaptive teaching and appropriate scaffolds for all individual needs, visuals in the classroom, concrete resources and consistently good teaching. Teachers are skilled at developing their teaching to meet the diverse needs of the pupils in their class. Where needed, pupils with high level needs can access a bespoke, personalised provision which meets their individual needs and requirements.

Additionally, each term we provide a variety of school run clubs and interventions (during the school day and afterschool) which all children can sign up to. All children have access to Forest School throughout the year which is run by a member of staff who has completed their Forest School training. This is in addition to yearly school trips.

Bespoke Blossom Curriculum

As a Trust (Inspiring Futures through Learning) we have created a bespoke curriculum to meet the needs of our learners with complex additional needs. We believe that every learner, no matter where they are on their learning journey, should have the opportunity to reach their full potential and have access to a broad and balanced curriculum. The Bespoke Blossom Curriculum ensures a 'can do' approach that focuses on our learners' strengths and the attributes that make them unique.

How accessible is Rickley Park Primary School?

Rickley Park aims to provide an environment accessible for all. Our school and classroom environments are suitable for all pupils with access to appropriate equipment and resources and accessible routes across the site, including a lift. There are disabled toilets which can be accessed by all. Reasonable adjustments would be made to support any children with additional needs in our care from our SEND budget and through seeking top up funding from the inclusion and intervention team where appropriate.

Our website contains links to our schools 'Accessibility Plan' which details the measures in place within our external and physical environment, curriculum and provision for physical and medical needs that ensure that all pupils individual needs can be met.

[Rickley-Park-Accessibility-Plan.pdf \(rickleypark.co.uk\)](#)

[Rickley-Park-Accessibility-Policy.pdf \(rickleypark.co.uk\)](#)

How will my child be included in activities outside of the classroom?

All school trips are carefully considered and planned to ensure that they are accessible for all the pupils attending. Prior to any visit a thorough risk assessment is carried out to identify any potential hazards and ensure everyone's health and safety is not compromised. Reasonable adjustments will be made to enable any pupil attending to fully participate in activities outside of the classroom. If it is deemed appropriate that an intensive level of 1:1 support is needed, a parent may be asked to accompany their child during a specific activity.

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What are some of the interventions we offer?

At Rickley Park Primary School, we offer a range of interventions to support children's needs. Some of these include:

Cognition and Learning

- The teachers at Rickley Park offer interventions to support children's learning at school. These interventions are based on teacher's assessments and monitoring of the children's progress.

Communication and Interaction

- Speech and Language sessions
- Attention autism
- LIPS
- Intensive Interaction
- Stay and Play
- The Big A

Social, Emotional and Mental Health needs

- Lego Therapy
- Zones of Regulations
- Small social groups
- Protective behaviour
- Nurturing intervention
- 'All about me!'
- Anger Gremlin
- Lunch club (developing social skills)
- Soft start
- Pupil Champions
- 5 to Thrive

Physical and Sensory needs

- Sensory suite
- Handwriting intervention

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How do we evaluate our practices?

At Rickleby Park we continually review our practices within school. We use the 'Assess, Plan, Do, Review' cycle. To assess the impact of provision across our setting, all pupils on the SEN register will have an individual 'Pupil Support Plan'. Teachers will observe and assess pupils to identify and analyse their needs. Teachers complete regular assessments on all pupils and use this evidence to inform their teaching. Analysing pupils' gaps and misconceptions allows teachers to adapt their planning and provision accordingly. A plan of support will then be put in place to meet individual needs with clear targets and provision specified. This support will then be implemented over a set time (do). At the end of the set period, the effectiveness of the support and provision will be reviewed. Next steps will be planned carefully involving parents and the child themselves (where possible). The cycle will then begin again.



There are key times throughout the year where our practices are reviewed with other stakeholders. These include:

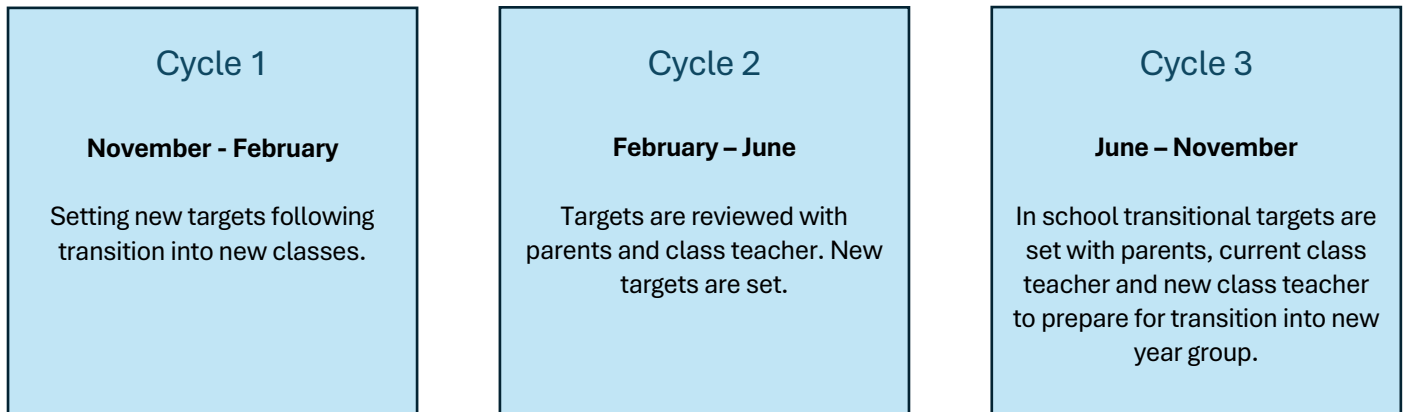
- Reviews with external agencies on the progress of a child
- Assessment data and analysis by the Senior Leadership Team
- Termly meetings with the SEND Governor

In line with the OFSTED Framework all subject leaders will be carrying out regular checks on their subject area by monitoring books, completing learning walks and meeting with teachers and pupils to monitor the practice within their area across the school. This includes the SENDCo completing regular spotlight checks on the quality of individual Pupil Support Plans (PSPs) and SEND pupils provision within the classroom.

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What will the review process look like?

At Rickleby Park, teachers set personalised targets appropriate to an individual pupils' area of need at the start of each cycle. These targets are then reviewed at the end of each cycle using evidence of progress, such as: class work, observations and intervention sessions. Teachers will then clearly specify on the PSP whether the child has achieved the set target or not. Parents are invited to attend these meetings to set new targets together and discuss support at home and in school. Wherever possible teachers will conduct a 'Pupil contribution' where pupils are asked for their view to their plans, reflecting on their learning for the term.



If your child has an Education, Health Care Plan or SEND Support Plan these will be formally reviewed annually whereby parents/carers, the class teacher and SENDCo will meet and discuss the plan. The Local Authority may join these reviews to discuss progress and provisions in place. The provision in place and targets are reviewed with both teachers and parents providing feedback on the child's progress and current attainment.

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How will you support and communicate with me to help my child?

There are several ways that we will inform you throughout the school year regarding your child's progress and how you can support them outside of school. At Rickleby Park Primary School, we have an open-door policy and encourage parents/carers to talk to us about how their child is progressing. Our SENDCo is easily contactable via the school office or email. All queries will be responded to as quickly as possible.

Additionally, parents will have the opportunity to discuss their child's general progress towards their targets at two formal parents evening (Autumn term and Spring term). For children on the SEN register, parents will be invited to attend meetings at the end of each cycle to review the progress against short term targets, provisions that are in place to support your child and together, decide on next steps. Pupil and parental voice are incredibly important to us and both will have the opportunity to share and input their thoughts about the terms learning and progress on the plan. If your child has an Education, Health Care Plan an annual review meeting is held with the SENDCo, class teacher and any other professionals who are involved on a yearly basis to review and update the plan. These meetings are in addition to our open-door policy as we will always encourage parents to approach the class or SENDCo if concerned.

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What support will there be for my child’s well-being?

Children’s wellbeing is paramount to all staff at Rickleby Park Primary School. We are inclusive and support pupils with a range of additional needs. Our behaviour and relationships policy celebrates pupil’s achievements and steps are taken across the curriculum to promote and build self-esteem. At Rickleby Park, we promote the values of Respect and Perseverance. These are referred to daily to build a sense of community and encourage positive learning behaviours.

Our RSHE lessons focus on pupil identity, celebrating difference, promoting healthy lifestyles, fostering pupil’s goals and dreams as well as exploring relationships with those around them. Each lesson includes activities to connect the children and teach them calming techniques.

We have implemented the ‘Zones of Regulation’ as an approach across the whole school. This has allowed pupils to develop their understanding of different emotions and how these can make them feel. During whole school assemblies’ pupils continue to explore different strategies to self-regulate when they are feeling different emotions. During daily check ins in all classes, pupils are given the opportunity to share how they are feeling with key adults.

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Sick Tired Bored	Happy Calm Feeling okay Focused Ready to Learn	Frustrated Worried Silly/excited	Angry Terrified Devastation Out of control

THE FOUR ZONES: OUR FEELINGS & STATES DETERMINE OUR ZONE

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Taken from ‘The Zones of Regulation’ by L. Kuyper (2011) - <https://www.zonesofregulation.com/index.html>

Teachers have the overall responsibility for their class's pastoral, medical and social needs and as a result are parent’s first point of contact. If further support is required, the class teacher and parents can contact the SENDCo for additional support and advice.

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How do we support children with transitions?

At Rickleby Park Primary School, we recognise the importance of successful transitions whether that is joining our school, moving onto another school or transitioning between year groups. Transitions are also used to identify whether a pupil has additional needs.

All transitions are carefully considered at Rickleby Park. If a child is new to the school, families are provided with a welcome pack and a prior visit to see the environment and meet staff. Whether a pupil starts with us in the Early Years Foundation Stage or joins another year group, we will conduct a home visit where they will meet the pupil and their parents either at home or in their current setting. This provides us with a fantastic opportunity to get to know your child and answer any questions you may have. Where needed, some pupils will have additional transition sessions before starting full time.

When a child transitions into certain year groups or a different phase, teachers will hold a transition meeting at school to provide parents with information and the expectations of this phase. Detailed handovers are completed in the summer term. To prepare for transitions throughout school, teachers will:

- The new class teachers will meet with the current class teacher to discuss the pupils
- Handover of paperwork
- Additional informal meet and greets leading up to the transition with children
- Transition day

During the transition to the Secondary phase, the SEND team will ensure that when needed, all children on the SEN register have the opportunity for multiple visits to their chosen setting and will meet with the staff at the receiving school to ensure that all relevant information is transferred effectively.

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

As a school we liaise with a range of external agencies to further support children's needs. Some of these include:

- The Inclusion and Intervention team (specialist teachers)
- Speech and Language therapists
- Educational Psychologists
- School Nursing Team
- GP's and Nursing team
- Children and Adolescent Mental Health services (CAMHS)
- Targeted Early Help and Children's Social Care

How can school support?

As a school we can support in submitting referrals to the Speech and Language therapy team where these are needed. We can contact the Inclusion and Intervention team for additional support and advice regarding pupil's needs. We are happy to provide complete forms and assist families in completing forms for outside agencies, however, please allow 10 working days for completion of forms. The Inclusion Team are happy to support where possible with issues in the home and signpost to appropriate agencies. Any concerns regarding a pupil's health or wellbeing can be shared with a GP or a member of the school nursing team.

What support is there for families?

The Local Offer is a directory of information that helps families to find and access support. All Local Authorities are required to have their own local offer as part of the government's SEND reforms. The Local Offer for Milton Keynes can be found on the following website:

[Milton Keynes City Council \(mksendlocaloffer.co.uk\)](https://mksendlocaloffer.co.uk)

Milton Keynes SEND IAS is a statutory service offering confidential and impartial information, advice and support for children and young people with additional needs and their parents. Information on how SEND IAS can support families is available on the Milton Keynes Local Offer.

<https://mksendias.org.uk/>

What additional support is available for a child who is looked after by the Local Authority and has Special Educational Needs and Disabilities?

Rickleby Park Primary School has a Designated Teacher for looked after children (Miss Boothroyd) who works closely with the virtual school team, social workers and other professionals involved. The Designated Teacher attends reviews, organises PEP meetings and where appropriate liaises with other local authorities

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

At Rickleby Park we draw on support and training as and when it is required in response to the needs of our pupils. Training is regularly reviewed by the senior leadership team. All staff within the school receive access to regular training related to Special Educational Needs and Disabilities. Rickleby Park staff also have access to Local Authority training and training through the IFtL Trust.

Whole School

All teachers, teaching assistants and communicators receive SEND training on an annual basis from the SENDCo or external professionals. This covers additional needs within the four areas of learning as well as appropriate provision, strategies, planning and assessment for SEND. Recent SEND training covered:

- De-escalation and positive behaviour strategies
- Quality first teaching strategies and adaptive teaching
- Writing SMART targets
- Environmental factors to support Speech and Language

SEND specific training

- All staff who run Phonics sessions have had appropriate Read Write Inc training.
- We have a member of staff who is Lego therapy trained, and these groups run across Key Stage One and Key Stage Two.
- Several members of staff have had the Nurture Network training.
- We have four members of staff trained in Protective Behaviours.
- One member of SLT is Attachment Lead trained.
- Three members of staff are Elklan trained.
- Two members of staff are trained in Intensive interactions.
- Two members of staff are Five to Thrive trained.

All training is passed through the school to ensure a consistent approach is observed across the school.

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SEND budget

The school has a SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children.

This money can be used for:

- Providing specialist equipment to support a specific need
- Providing additional intervention programmes to help a child learn and progress
- Providing individualised provisions where needed/appropriate
- Providing staff training
- Providing specialist advice
- Providing any additional resources to support learning in any area



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Who do I contact at Rickleby Park Primary School?

Class Teacher

Relationships are built between school staff and parents on a day-to-day basis. If any concerns arise about your child's learning or progress, parents are initially encouraged to request a meeting with their child's class teacher.

SENDCo (Special Educational Needs and Disability Co-ordinator) – Katherine Pickup

Further conversations between the SENDCo, class teacher and parents can be arranged as appropriate to discuss any developing needs. The SENDCo is responsible for coordinating any additional support that your child may need. You can arrange a meeting with the SENDCo through discussions with the class teacher, phoning the school office or emailing directly.

sendco@rickleypark.co.uk

Deputy SENDCo – Katie Parry

The Deputy SENDCo is responsible for supporting staff across the school in developing provisions at a class level. The Deputy SENDCo can attend meetings to discuss any developing needs at the request of class teacher, SENDCo or parents.

Assistant Headteacher (Pastoral) – Maddie Boothroyd

The Assistant Headteacher along with the senior leadership team oversees all areas of the school's provision. If appropriate a member of the senior leadership team can be involved in meetings with parents to discuss children's progress and deciding upon how the school can best meet your child's needs.

SEND Governor – Becky Skillings

Our SEND Governor supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014).

The SENDCo, Senior Leadership Team and ultimately Head Teacher will always strive to resolve any concerns. However, in the very unlikely event this fails, and a parent wishes to make a formal complaint, the governing body has published guidelines for parents detailing the necessary stages in the formal complaint's procedure.

[Complaints-Procedure-in-IFtL.pdf \(rickleypark.co.uk\)](#)

Updated January 2025

Review date: September 2025