SEND Information Report

2026-2027

Welcome

At Ribbon Academy, we believe that every child belongs, every child can succeed and every child deserves to flourish. Inclusion is a shared responsibility and we are committed to ensuring that all children, regardless of need or disability, receive the support they need to achieve their full potential. Our approach is based on strong relationships, high aspirations, early identification of need and close partnership with families.

This SEND Information Report explains how we identify, support and review the needs of pupils with Special Educational Needs and Disabilities (SEND). It should be read alongside our SEND & Inclusion Policy.

Our Inclusion Team

Headteacher: Mrs Ashleigh Sheridan
Assistant Headteacher of Inclusion and SENDCo: Mrs Kim Flower
Teaching and Learning Lead for Inclusion: Mrs Jo Lowes
SEND Link Trustee: Mrs Elaine Chandler
Family Support Advisor: Mrs Kathryn Maddison
Place 2 Be School Based Manager: Mrs Marnie Kirby
School Contact Number: 0191 517 5900
Email: admin@ribbonacademy.co,uk

SEND Information Report

2026-2027

At Ribbon Academy, all staff are responsible for supporting children with SEND. Teachers remain accountable for the progress and development of every child in their class, including where support is delivered by teaching assistants or external professionals.

What types of SEND does Ribbon Academy support?

We support children across the four broad areas of need identified within the SEND Code of Practice:

How do we identify SEND?

We identify needs as early as possible through:

- Careful monitoring of progress and attainment
- Ongoing teacher assessment
- Conversations with parents and carers
- Information from previous schools or settings
- Observations of learning, communication, behaviour and wellbeing
- Advice from external specialists where appropriate

We recognise that slow progress alone does not necessarily indicate SEND. Decisions are made through a holistic assessment of a child's strengths, needs and barriers to learning.

A diagnosis is not required for a child to receive support.

What should I do if I think my child may have SEND?

If you have concerns about your child's learning, development or wellbeing, please speak to your child's class teacher in the first instance.

SEND Information Report

2026-2027

The class teacher and SENDCo will work with you to:

- Discuss strengths and areas of concern
- Gather information from home and school
- Consider appropriate support strategies
- Agree next steps
- Review progress over time

We value parents as experts on their children and place great importance on early partnership working.

What happens if my child needs SEND Support?

Where a child requires provision that is additional to or different from that ordinarily available in school, they may be placed on SEND Support.

Support is planned through the **Assess, Plan, Do and Review Cycle (The Graduated Response)**

SEND Information Report

2026-2027

Ribbon Academy uses Durham County Council SEND Support Plans and formally reviews plans at least three times each academic year alongside ongoing monitoring.

How will I be involved?

Parents and carers are involved at every stage of the process.

You will be invited to:

- Contribute to assessments
- Help identify desired outcomes
- Attend review meetings
- Discuss progress and next steps
- Share your views and priorities

Parent voice plays a key role in all SEND Support Plan reviews and future planning.

How will my child be involved?

We believe children should have a meaningful voice in decisions about their education.

Depending on age and need, pupils may:

- Share their views during review meetings
- Contribute to targets and outcomes
- Complete pupil voice activities
- Discuss support that helps them learn best

Children's views are gathered in ways that are appropriate to their age, communication style and individual needs.

How do we adapt teaching and learning?

Our Universal Offer provides the foundation for inclusion and is available to all pupils. This includes:

- High-quality adaptive teaching
- Strong relationships
- Communication-supportive classrooms
- Visual supports
- Explicit instruction and modelling

- Scaffolding and guided practice
- Early identification of need
- Reasonable adjustments
- Predictable routines
- Pastoral support systems

Teachers adapt learning whilst maintaining ambitious expectations for all children.

Adaptations may include:

- Pre-teaching vocabulary
- Visual timetables
- Alternative recording methods
- Additional processing time
- Assistive technology
- Coloured overlays or paper
- Enlarged text
- Flexible grouping
- Sensory adjustments
- Communication supports such as PECS where appropriate

What support and interventions are available?

At Ribbon Academy, support is carefully matched to a child's individual needs and barriers to learning rather than a fixed programme of interventions. We believe that high-quality adaptive teaching remains the most important support we can offer, with additional provision complementing and enhancing classroom learning rather than replacing it.

Our Inclusion Team includes teachers, support assistants, learning support mentors, and learning support mentors which is overseen by our Teaching and Learning Lead for Inclusion, who work directly with children across a range of: -

- Universal (Wave 1)
- Targeted (Wave 2) and
- Specialist (Wave 3) provision.

These skilled adults deliver bespoke support, help pupils access learning, develop independence, strengthen emotional wellbeing and ensure children can participate fully in school life.

Depending on need, support may include:

- Adaptive classroom strategies and reasonable adjustments
- Small group and individual literacy and numeracy support

- Nessy
- Plus 1
- Power of 2
- Speech and Language Link
- Precision Teaching
- Attention Autism
- Intensive Interaction
- PECS (Picture Exchange Communication System)
- Nurture provision
- SEMH (Social, Emotional and Mental Health) interventions
- Physical and sensory programmes
- Communication and interaction support
- Sensory regulation and access to specialist spaces, including our sensory room and The Cubbie
- Support informed by recommendations from external professionals, such as Speech and Language Therapists, Educational Psychologists and Occupational Therapists

Interventions are carefully selected based on assessed need, have clearly identified outcomes and are regularly reviewed to evaluate their impact. Our aim is always to develop children's confidence, independence, wellbeing and long-term success, ensuring that additional support helps pupils thrive both academically and personally.

What specialist support is available?

Where additional expertise is required, we may work with a range of external professionals, including:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Social Communication Team
- Cognition and Learning Team
- CAMHS
- School Nursing Service
- Neurodevelopmental Pathway
- Physical and Disability Support Service
- Educational Welfare
- Young Carers Services

Parental consent will always be sought where required before referrals are made.

SEND Information Report

2026-2027

How do we support emotional wellbeing?

Children's wellbeing is central to our approach.

Our support includes:

- Place2Be therapeutic services
- Family Support Advisor support
- Nurture provision
- The Cubbie regulation space
- Access to sensory regulation opportunities
- Pastoral support and mentoring
- Positive behaviour and relationship systems

We also work closely with families and external agencies to support emotional wellbeing, attendance and safeguarding needs.

At Ribbon Academy, inclusion extends beyond interventions. We believe belonging, participation and positive relationships are key factors in successful outcomes for children.

How do we support neurodivergent pupils?

We recognise and celebrate neurodiversity.

As part of our ongoing commitment to inclusive practice, Ribbon Academy has participated in the Neurodivergence in Schools Project (NISP), working alongside professionals, parents and staff to strengthen understanding of neurodivergent needs and improve provision for pupils across the school.

Staff regularly engage in professional development to ensure our practice continues to evolve in line with current research and guidance.

How do we ensure children are included in wider school life?

All pupils are entitled to participate fully in school life.

This includes:

- Educational visits
- Residential visits
- After-school clubs

- Sports teams
- Performances and productions
- Leadership opportunities
- School Council

No child is excluded from participation because of SEND or disability. Reasonable adjustments are made wherever required.

How do we support pupils with disabilities?

Ribbon Academy complies fully with the Equality Act 2010 and makes reasonable adjustments to ensure disabled pupils can access education and wider school life.

Facilities include:

- Accessible classrooms
- Accessible changing facilities
- Sensory room
- Wheelchair swing
- The Cubbie regulation space

The school's Accessibility Plan is available upon request.

How do we monitor the effectiveness of SEND provision?

We evaluate provision through:

- SEND Support Plan reviews
- Progress information
- Learning walks
- Work scrutiny
- Intervention data
- Attendance and behaviour information
- Parent voice
- Pupil voice
- Learning enquiry case studies
- Reviews with external specialists

SEND Information Report 2026-2027

Our Assistant Headteacher for Inclusion, Teaching & Learning Lead for Inclusion and SENDCo work closely together to ensure provision is continually refined and improved through evidence-informed practice and ongoing evaluation.

Provision is judged by its impact on children's outcomes, participation, independence and wellbeing.

How do we support transitions?

Transition is carefully planned and personalised where required.

Support may include:

- Additional visits
- Transition booklets and visuals
- Meetings with parents
- Enhanced handovers between staff
- SENDCo-to-SENDCo communication
- Multi-agency planning meetings

We work closely with receiving schools to ensure continuity of provision and support.

What support is available for families?

Families can access support through:

Durham Local Offer
https://www.durham.gov.uk/localoffer

Durham SENDIASS
Provides impartial information, advice and support for children, young people and parents.

Our Family Support Advisor can also help signpost families to appropriate services and support networks.

What should I do if I have a complaint?

If you have concerns about SEND provision, please contact **Mrs Kim Flower (SENDCo)** in the first instance.

We will always seek to resolve concerns through early discussion and partnership working.

SEND Information Report

2026-2027

If concerns cannot be resolved, they will be handled through the school's Complaints Policy. Families may also access support from Durham SENDIASS and statutory mediation or appeals processes where appropriate.

Useful Links

- SEND & Inclusion Policy
- SEND Provision Page
- Accessibility Plan
- Equality Policy
- Durham Local Offer
- Durham SENDIASS
- Attendance Policy
- Behaviour & Relationships Policy
- Supporting Pupils with Medical Conditions Policy