SEND & Inclusion Policy

Staff Responsible:	**Mrs Kim Flower**
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1. Aims and inclusive vision

At Ribbon Academy, inclusion is a whole-school responsibility. We believe every teacher is a teacher of every child, including pupils with special educational needs and/or disabilities (SEND). We hold high aspirations for pupils' achievement, participation, independence, wellbeing and preparation for the next stage of education and adult life. Our purpose is to identify needs early, remove barriers, secure meaningful participation and evaluate provision through its impact on outcomes rather than through hours of support alone.

Our SEND & Inclusion Policy sets out how we identify and meet special educational needs, fulfils our statutory duties, working in co-production with our children and families, deploys our resources, and assures the quality and impact of our inclusive provision by:

- Promote belonging, dignity, participation, safety and ambitious outcomes for every pupil.
- Embed high-quality adaptive teaching and ordinarily available provision as the foundation of the school's Universal Offer.
- Use a graduated response so support becomes progressively more personalised and specialist where evidence shows this is required.
- Ensure pupil voice and parent/carer participation inform assessment, planning, review and transition.
- Use evidence, provision mapping and outcome data to evaluate equity, quality and impact.

We offer a child-centred, personalised approach and a relentless focus on sustained progress, achievement, independence, resilience and equal inclusion. We correlate this policy to be read alongside the Academy's our SEND Provision webpage and published policies.

2. Legislative & Guidance

This policy has been reviewed with regard to the current statutory framework in England and relevant national and local guidance.

- Children and Families Act 2014, Part 3, Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014, as amended, including the 2024 amendment introducing the NPQ for SENCOs as the relevant mandatory qualification for new starters from 1 September 2024, The Special Educational Needs and Disability Regulations 2014
- Special educational needs and disability code of practice: 0 to 25 years, January 2015, GOV.UK page updated 12 September 2024. SEND code of practice: 0 to 25 years - GOV.UK
- Equality Act 2010, including the duty not to discriminate and the anticipatory duty to make reasonable adjustments for disabled pupils, Equality_Act_Advice_Final.pdf
- Education Act 1996 and relevant school admissions, attendance, safeguarding and medical conditions duties.
- Durham County Council Local Offer, SEND Toolkit and graduated approach resources.

  Welcome to Durham's Local Offer - Durham County Council.
- Ofsted state-funded schools inspection toolkit, version for inspections from 7 September 2026.

  Inspection information for state-funded schools - GOV.UK
- Department for Education white paper Every Child Achieving and Thriving (published 23 February 2026, updated 27 April 2026) and SEND reform consultation Putting Children and Young People First.

  Every Child Achieving and Thriving
- Education Endowment Foundation Guide to Inclusive Teaching | EEF
- This policy also complies with our funding agreement and articles of association.

Requirement / framework	Ribbon practice / evidence	Policy / audit check
SEND Code of Practice and Children and Families Act 2014	Graduated approach; SEN Support; EHC duties; co-production	Identification, APDR, roles, EHCP sections
Equality Act 2010	Anticipatory reasonable adjustments; accessibility; non-discrimination	Universal Offer, curriculum, participation
Durham SEND Toolkit / Local Offer	Ordinarily Available Provision, SEN Support Plans, three reviews each year, specialist pathways	Durham Graduated Response and partnership
Ofsted state-funded schools inspection toolkit, Sept 2026	Inclusion, curriculum/teaching, achievement, attendance/behaviour, personal development, leadership and governance are triangulated	Impact and assurance section
2026 Schools White Paper and SEND reform consultation	Future-facing Universal Offer, Targeted, Targeted Plus and Specialist language; ISP proposals	Reform readiness section; clearly labelled proposals, not current law

3. Definitions

A pupil has special educational needs (SEND) where they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kindgenerally provided for others of the same age in mainstream schools

The four broad areas of need remain: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These areas help us plan provision but do not replace an individual, holistic assessment of the pupil.

Ordinarily Available Provision (OAP): the support, adaptation and inclusive practice available through our setting's core provision to all our pupils. OAP support is available to all our pupils at Ribbon; high-quality or Quality First Teaching (QFT) is personalised to each learners' needs.

Universal Offer: Ribbon uses this term for the inclusive foundation available to all pupils: strong relationships, high-quality adaptive teaching, accessible curriculum design, early identification, reasonable adjustments, communication-supportive practice, predictable routines and evidence-informed pastoral support. This aligns with the direction of the 2026 national reforms while remaining rooted in current duties.

Adaptive teaching: responsive teaching that maintains ambitious curricular goals while adapting instruction, resources, scaffolding, grouping, communication and the learning environment to support access and independence.

SEN Support: where a pupil requires special educational provision that is additional to or different from Ribbon's ordinarily available provision. This is managed through the graduated approach of Assess, Plan, Do, Review (APDR).

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Kim Flower.

The SENDO will:

- Works with the Headteacher and SEND Link Trustee to lead the strategic development of SEND and inclusion and has day-to-day responsibility for co-ordinating provision for pupils with SEN, including pupils with EHC plans.
- Have day-to-day responsibility for the operation of this SEND policy and the co- ordination of specific provision made to support individual pupils with SEND, includingthose who have EHC plans
- Advise on the graduated approach and deployment of delegated SEND resources and any additional funding.
- Work with the headteacher and board of trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments andaccess arrangements
- Maintain oversight of the SEND register, SEN Support Plans, statutory review duties, referrals and transition arrangements.
- Work with pupils, parents / carers, Durham County Council Local Authority, health, social care and specialist services to secure coordinated support.
- Monitor the quality, consistency and impact of provision through learning walks, work scrutiny, pupil and parent voice, plan reviews, intervention data and progress / participation information.
- Work with leaders and trustees to meet Equality Act duties, including reasonable adjustments and accessibility planning.
- The SENDCO is currently completing the NPQ for SENCOs, consistent with the revised mandatory qualification arrangements applicable from September 2024.

4.2 The SEND Trustee

The SEND Trustee is Mrs Elaine Chandler who will:

- Help to raise awareness of SEND issues at board of trustee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the schooland update the board of trustees on this
- Work with the headteacher and SEND to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Head Teacher is Mrs Ashleigh Sheridan has overall responsibility for the provision and progress of learners with SEND and/or disabilities and ensures inclusion is integral to school improvement, curriculum, staffing, professional development, attendance, safeguarding and resource decisions. The headteacher will:

- Work with the SEND and SEND trustee to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class Teachers

Each class teacher is responsible for:

- Teachers are responsible and accountable for the progress and development of every pupil in their class
- Including where pupils access support from teaching assistants or specialists. Teachers retain responsibility for planning, adaptive teaching, assessment, communication with families and reviewing the impact of provision. Teaching and support assistants add value to, rather than replace, teacher-led instruction and are deployed to promote participation and independence.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information Report

5.1 SEND Broad Area of Need:

Ribbon Academy publishes SEND information as part of its contribution to Durham County Council's Local Offer. Our website identifies the Headteacher, Deputy, SENCO and SEND Link Trustee. Ribbon Academy identifies, assesses and supports pupils across the four broad areas of need. This information is reviewed annually and/or whenever material changes occur.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's
- Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficithyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments,processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build onprevious settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents / carers

We will have an early discussion with the pupil and their parents when identifying whether theyneed special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents /carers. We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.
- The assessment will be reviewed regularly.

In order to effectively plan and communicate the support we are providing in school, to ensure the needs of our learners are met, we utilise the Durham County Council SEND Support Plan format. On at least three periods within the academic year, the SEND support plan is reviewed by the class teacher, and shared with the parents/carers to review the progress made, identify next step or continued actions, and agree the plan to put in place. At this point, parent voice is highly important to ensure the plan is agreed by both parties. Both the previously reviewed plan and the new plan are collated and signed by both parties. These plans are then made readily available in the Team's SEND folder for reference in the classroom.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6. Ribbon Universal Offer and Graduated Response

Ribbon's Graduated Response is a continuum, not a gatekeeping sequence. Support is matched to evidence of need and reviewed for impact. A pupil does not need a diagnosis to receive support or reasonable adjustments.

Stage 1: Universal Offer / Ordinarily Available Provision

- High-quality adaptive teaching with ambitious curriculum entitlement.
- Explicit instruction, modelling, scaffolding, worked examples and opportunities for guided and independent practice.
- Communication-supportive classrooms, including visuals, pre-teaching of vocabulary and appropriate processing time.
- Reasonable adjustments to environment, resources, presentation, recording, sensory access and routines.
- Early assessment of emerging barriers, with strong pastoral, attendance and family partnership.

Stage 2: Targeted SEN Support

- Where evidence shows a pupil requires provision additional to or different from that ordinarily available, the pupil will receive SEN Support through APDR and a Durham-aligned SEN Support Plan.
- Outcomes will be specific and reviewed with the pupil and parents/carers.
- Interventions will have a clear rationale, entry information, intended outcome, delivery expectations and exit/review criteria.

Stage 3: Specialist advice / enhanced response

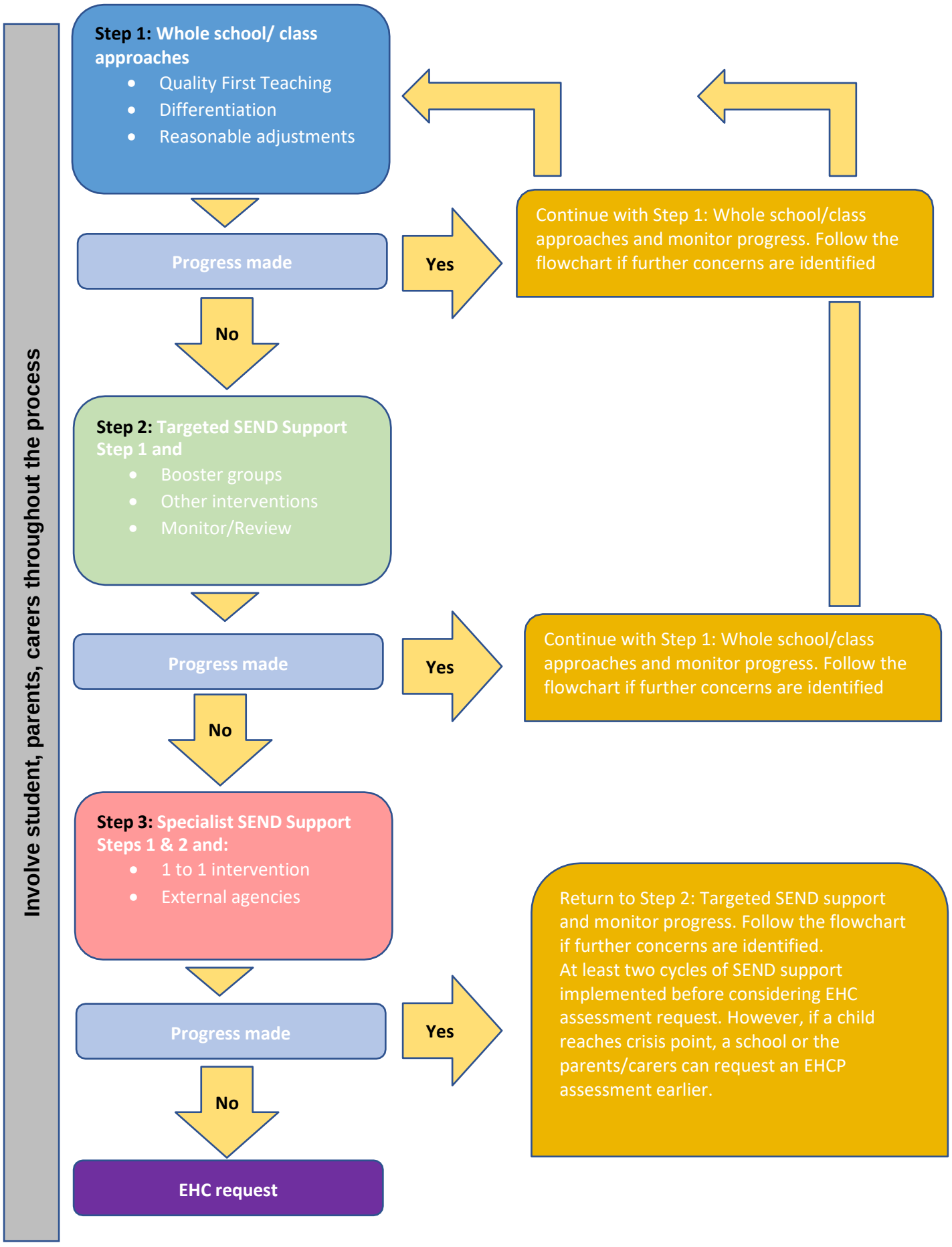
- Where progress remains limited, needs are complex, or specialist assessment is required, the SENCO may seek advice from appropriate education, health or care professionals with parent/carer involvement and consent where required.
- Specialist advice is integrated into classroom practice and the SEN Support Plan, rather than operating as a parallel system.

Stage 4: EHC needs assessment where necessary

- Where, despite relevant and purposeful action, the pupil may require provision beyond what can reasonably be provided from the school's available resources, the school and/or parent/carer may request an EHC needs assessment.
- The statutory test is not a fixed number of APDR cycles.
- Evidence of the graduated response is important, but urgent or exceptional circumstances must not be delayed by an arbitrary "two-cycle" rule.

Graduated Response flow chart

The flow chart gives an overview of the support that will



7. Assess, Plan, Do, Review

Assess

Build a holistic evidence base from attainment and progress, communication, engagement, attendance, behaviour as communication, functional independence, sensory/physical access, pupil and parent voice, teacher assessment and specialist advice where relevant. Slow progress or low attainment alone does not automatically mean SEN.

Plan

Co-produce clear outcomes and specify provision, adjustments, responsibilities, frequency, measures of success and review date. Plans should explain what adults will do differently and how independence and curriculum access will be strengthened.

Do

The class teacher remains responsible for the pupil's daily teaching. Staff delivering additional provision should receive sufficient guidance, training and information. Provision should connect back to classroom learning and be delivered with fidelity.

Review

Evaluate whether the planned provision happened, what changed for the pupil and what the evidence means for the next cycle. Durham advises three SEN Support reviews per year. Ribbon will therefore hold at least three formal review points across the academic year, alongside ongoing monitoring and responsive adjustment.

Records are maintained securely and made available to relevant staff on a need-to-know basis. Parent/carer and pupil views are integral to review and decision-making.

8. Partnership with pupils, parents and carers

- Ribbon places co-production at the heart of SEND practice. Early discussions identify strengths, priorities, barriers, successful strategies and desired outcomes. The school will communicate decisions clearly, avoid unnecessary jargon and provide accessible information.
- Families will be signposted to Durham SENDIASS and the Durham Local Offer where independent information, advice or support is helpful.
- Pupil views are gathered in a developmentally appropriate way and reflected in plans and reviews.
- Parents/carers are formally notified when SEN Support is identified.
- Meetings focus on outcomes and impact, not only a list of provision.
- Communication is timely, respectful and recorded where appropriate.

9. Curriculum, reasonable adjustments and accessibility

- All pupils with SEND are entitled to the same ambitious curriculum principles as their peers. Curriculum adaptation should increase access without unnecessarily narrowing entitlement.
- Reasonable adjustments are anticipatory and are considered for teaching, assessment, communication, the physical environment, routines, trips, clubs and wider school life.
- Flexible grouping and targeted scaffolding without creating dependency.
- Alternative or augmentative communication where recommended, including visual supports and PECS where appropriate.
- Assistive technology, enlarged text, coloured overlays/paper or other aids where these address an identified barrier.
- Sensory and physical adaptations, including access to Ribbon's sensory room, Cubbie, accessible changing facilities and classrooms.

- Access arrangements where pupils meet the relevant criteria and evidence requirements.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.
    - Any child with disabilities is supported through the joint planning with the local authority
    - We ensure the Equality Act (2010) is adhered to and therefore all pupils,regardless of any characteristic, is supported in school
    - As a school, we have a wide range of facilities including a sensory room, wheelchair swing and accessible changing facilities & classrooms
    - Ribbon Academy maintains an Accessibility Plan and is available from the Site Manager, Mr John Murray

10. Inclusion

10.1 Strategic Leadership of Inclusion

Ribbon Academy is committed to delivering a culture of inclusion where every pupil is valued, supported and enabled to achieve their full potential. In response to the evolving national SEND landscape and our ambition to remain at the forefront of inclusive practice, the school has established the role of Teaching and Learning Lead for Inclusion as a key element of its SEND and Inclusion provision.

The Teaching and Learning Lead for Inclusion (Jo Lowes) works alongside the SENDCo, Senior Leadership Team and teaching staff to strengthen the quality and consistency of inclusive teaching across the school. The role reflects the belief that high-quality, adaptive teaching is the foundation of effective SEND provision and that meeting the needs of pupils with SEND, vulnerabilities or additional needs is a shared responsibility for all staff.
The purpose of this role is to:

- Champion and promote a whole-school culture of inclusion, equity and belonging.
- Support the implementation of high-quality adaptive teaching strategies that enable all pupils to access learning and make strong progress.
- Model outstanding inclusive classroom practice and provide coaching, support and professional development for colleagues.
- Work collaboratively with staff to identify and remove barriers to learning, participation and achievement.
- Support the development, monitoring and evaluation of SEND and inclusion provision across the school.
- Ensure that inclusive approaches are embedded consistently throughout the curriculum and wider school experience.
- Promote high expectations and positive outcomes for pupils with SEND and other vulnerable groups.
- Contribute to the strategic development of SEND and inclusion, ensuring that practice remains proactive, evidence-informed andaligned with national guidance and best practice.

As a visible leader of inclusion within the school, the Teaching and Learning Lead for Inclusion works closely with classroom practitioners, support staff and leaders to ensure a consistent and ambitious approach to meeting the needs of all learners. The role is permanent and forms part of Ribbon Academy's long-term commitment to strengthening inclusive practice, securing positive outcomes and ensuring that every pupil receives the support, challenge and opportunities they need to thrive academically, socially and emotionally.

This role complements, but does not replace, the statutory responsibilities of the SENDCo. Instead, it enhances the school's capacity to deliver high quality inclusive provision through collaboration, coaching, leadership and continuous improvement.

10.2 Interventions, specialist services and school expertise

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, bygrouping, 1:1work (where appropriate, after advice from the local authority only), teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, coloured paper etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

In addition, we have teaching and learning partners (TLP's). Teaching assistants and support assistants may support pupils on a 1:1 basis when identified through SEND assessment (in conjunction with the local authority). Teaching and learning partners and support assistants will also support pupils in small groups when children are identified as working below their age-related expectations.

- Ribbon uses evidence-informed interventions and specialist strategies according to assessed need. Current provision may include Nessy, Plus 1, Power of 2, PECS, Nurture provision, Speech and Language Link, Attention Autism, Intensive Interaction, SEMH interventions, precision teaching and physical/sensory interventions.
- Inclusion is not defined by an intervention list: interventions must complement high-quality classroom teaching and be evaluated for impact.
- We evaluate the effectiveness of provision for pupils with SEND by:
    - Reviewing pupils' individual progress towards their goals each term
    - Reviewing the impact of interventions on a termly basis
    - Using pupil questionnaires
    - Monitoring by the SEND
    - Holding interim and annual reviews for pupils with EHC plans
- Teachers are responsible and accountable for the progress and development of all the pupils intheir class.
- High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.
- If progress rates are still judged to be inadequate despite the delivery of high-quality interventions,advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral made by the SENDCO to specialist external services including:
    - Educational Psychologist Service
    - Educational Welfare Officers
    - Physical and Disability Support Service
    - Social Services
    - School Nurse
    - Child & Adolescent Mental Health Service
    - Neurodevelopmental Pathway
    - PIP Team

- Place 2 Be (Child Play Therapy)
- ASC Team
- SALT Service
- The Local Authority SEND services: EWEL, Cognition and Learning.
- Occupational Therapy
- CAMHS
- Cognition and Learning
- Social communication and Interaction
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Young Carers
- Other Durham services as appropriate

- When a referral is made to one of the agencies above, a SEND Support Plan will be written. This will involve a meeting between parents, child and any professionals concerned.
- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs ofpupils with SEND and in further supporting their families.
- Professional development is planned from pupil need and monitoring evidence. Staff receive training, coaching and guidance so strategies recommended by specialists are understood and embedded in daily practice.
- Ribbon also sign-post our families to the Durham Local Offer: http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page
- Our Inclusion Team has a wealth of experience. Our SENDCo, is currently completing the NPQ for SENCOs.
- Our Place2Be School Based Manager, Marnie Kirby, has extensive experience supporting children and families through Place2Be.
- In addition, our Family Support Advisor, Kathryn Maddison, has a wealth of experience supporting families at both county and school level over many years.
- Both external and internal training is provided as part of our CPD package to ensure our Inclusion Team, SLT, classroom teachers and support staff have the most up-to-date knowledge and information to support our children.
- Ribbon was recognised in 2025 as an Inclusion Quality Mark school and recommended for Centre of Excellence status; this achievement is celebrated as part of an ongoing improvement journey rather than treated as a substitute for current impact evaluation.

11. Transitions and preparation for adulthood

- Transition is planned early and proportionately to need.
- Information is shared securely with receiving settings in partnership with pupils and families, with particular attention to what helps the pupil learn, communicate, regulate, participate and become more independent. Enhanced transition may include visits, visual preparation, multi-agency meetings and direct SENCO-to-SENCO liaison including liaising with our Year 6 teaching staff.
- Preparation for adulthood begins well before post-16. At Ribbon, this means intentionally developing communication, self-advocacy, independence, relationships, community participation, functional skills, and the confidence to manage change through our ethos of ‘Growing Together’ and using our Ribbon Virtues to ensure our pupils have the tools within their toolkit to flourish.

12. Emotional wellbeing, attendance, behaviour and safeguarding

- SEND, mental health, attendance, behaviour and safeguarding are considered together without assuming one explains another. Staff seek to understand unmet communication, sensory, learning, relational or health needs that may contribute to distress or absence, while maintaining high expectations and safeguarding vigilance.
- Pupils with SEND are supported to participate in school council and wider pupil leadership.
- Place2Be and other pastoral support are available according to need and suitability.
- Bullying, including disability-related bullying, is addressed through Ribbon Academy's Behaviour & Relationships Policy.
- Reasonable adjustments are considered where disability affects behaviour, attendance processes or participation.

13. Education, Health and Care needs assessment and plans

- Ribbon Academy fulfils its duties in relation to EHC needs assessments and EHC plans, including contributing high-quality advice, delivering the special educational provision specified for the pupil, participating in reviews and supporting lawful transition arrangements.
- Annual reviews are person-centred and focus on progress toward outcomes, changes in need, provision effectiveness and next steps.
- For pupils with EHC plans, statutory provision is not conditional on the availability of a particular named member of staff. Leaders plan staffing and resources to secure the provision specified in the plan.

14. Complaints

- Concerns about SEND provision can be raised with the SENCO, Mrs Kim Flower, in the first instance and will be considered in line with Ribbon Academy's published Complaints About School Policy. The school will seek early, constructive resolution while preserving families' statutory rights. They will then be referred to the school's complaints policy.
- Families may access impartial information, advice and support through Durham SENDIASS and may use statutory disagreement resolution, mediation and appeal routes where applicable.

  Disability discrimination claims relating to schools may be made to the First-tier Tribunal (Special Educational Needs and Disability) in accordance with the applicable legal framework if they believe that our school has discriminated against their children. They can make a claim about alledged discrimination regarding:

  - Suspensions
  - Provision of education and associated services
  - Making reasonable adjustments, including the provision of auxiliary aids and services

- Headteacher: Mrs Ashleigh Sheridan. School telephone: 0191 517 5900. Email: admin@ribbonacademy.co.uk

15. Monitoring impact, governance and Ofsted assurance

- Ribbon Academy evaluates SEND and inclusion through evidence that demonstrates implementation and impact. Ofsted's school inspection toolkit for use from 7 September 2026 states that inspections focus on the impact of systems and processes and gather first-hand evidence of how schools typically operate; schools are not expected to create documents solely for inspection. Ribbon therefore uses evidence arising from normal school improvement activity.

- SEND register and needs-profile analysis, including movement on/off SEN Support and patterns by cohort.
- SEN Support Plan quality and timeliness of APDR reviews.
- Curriculum access, work scrutiny, learning walks and adaptive teaching.
- Progress, attainment and small-step outcomes, interpreted from individual starting points.
- Attendance, suspensions, behaviour, participation and safeguarding patterns for pupils with SEND.
- Intervention entry/exit information, fidelity and impact.
- Pupil voice, parent/carer voice and evidence of co-production.
- Timeliness and quality of referrals, specialist advice implementation and statutory reviews.
- Transition outcomes and evidence of independence/functional skill development.
- Staff confidence and impact of SEND professional development.
- The SENDCO reports themes, strengths, risks and improvement actions to senior leaders and the SEND Link Trustee. Trustees receive sufficient information to challenge whether provision is equitable, effective, sustainable and compliant.

16. Reform readiness: 2026 white paper and SEND consultation

- In February 2026, the government published Every Child Achieving and Thriving and consulted on SEND Reform: Putting Children and Young People First. The consultation closed on 18 May 2026 and the GOV.UK consultation page currently states that feedback is being analysed. These proposals therefore must not be treated as enacted statutory requirements unless and until legislation or statutory guidance changes.
- Ribbon Academy is nevertheless well placed to prepare for the proposed direction of travel. The proposed model describes a Universal Offer followed, where needed, by Targeted, Targeted Plus and Specialist levels of support, with Individual Support Plans and stronger access to multi-agency expertise.
- Ribbon will use this vocabulary for strategic readiness only where it helps staff and families understand the continuum of support; current SEN Support and EHC legal duties remain in force.
- Universal: inclusive classroom practice, reasonable adjustments, early help and identification available without a statutory assessment.
  - Targeted: structured additional support, with clear outcomes and monitoring.
  - Targeted Plus: proposed stronger access to specialist education/health expertise.
  - Specialist: proposed specialist packages for children with the most complex needs, alongside reformed EHC arrangements.
  - Individual Support Plans (ISP): a proposed future mechanism. Ribbon's current Durham SEN Support Plans remain the operational record unless national/local requirements change.
  - The government has stated an intention to legislate through an Education for All Bill, but an intention to legislate is not itself legislation. The SENCO will review this policy promptly following enacted legislation, revised statutory guidance, new National Inclusion Standards or Durham implementation instructions.

17. Links to Ribbon Academy and Durham policies

This policy should be read alongside the latest published versions of:

- Accessibility Policy / Plan
- Behaviour & Relationships Policy
- Anti-Bullying Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Complaints About School Policy
- Equality & Diversity Policy
- Supporting Pupils with Medical Conditions Policy
- Suspension Policy
- Data Protection Policy
- Assessment Policy
- EYFS Policy

- Ribbon Academy SEND Information Report and Our SEND Provision webpages
- Durham County Council Local Offer, SEND Toolkit and graduated approach guidance
- Ribbon Academy SEND webpage: https://ribbonacademy.org.uk/send/
- Ribbon Academy SEND Provision: https://ribbonacademy.org.uk/our-sen-provision/
- Ribbon Academy policies: https://ribbonacademy.org.uk/policies/
- Durham Local Offer: https://www.durham.gov.uk/localoffer
- Durham SEND Toolkit: https://www.durham.gov.uk/article/22218/SEND-toolkit

Appendix A: Source and triangulation register

Source	Document	Policy use / status	Link
Department for Education / DHSC	SEND Code of Practice: 0 to 25 years	Current statutory guidance; GOV.UK page updated 12 September 2024	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
UK legislation	Special Educational Needs and Disability (Amendment) Regulations 2024	SENCO qualification changes from 1 September 2024	https://www.legislation.gov.uk/uksi/2024/535/contents/made
Department for Education	Every Child Achieving and Thriving	Schools/SEND reform white paper; published 23 February 2026	https://www.gov.uk/government/publications/every-child-achieving-and-thriving
Department for Education	SEND Reform: Putting Children and Young People First	Closed consultation; proposals, not yet a replacement for current statutory framework	https://www.gov.uk/government/consultations/send-reform-putting-children-and-young-people-first
Ofsted	State-funded school inspection toolkit	Version for inspections from 7 September 2026	https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information
Durham County Council	SEND Local Offer	Local education, health and care offer, 0-25	https://www.durham.gov.uk/localoffer
Durham County Council	SEND Toolkit for providers	Local graduated approach and provider responsibilities	https://www.durham.gov.uk/article/22218/SEND-toolkit
Durham County Council	Information for parents about SEN Support	APDR, OAP/QFT and three reviews per year	https://durham.gov.uk/SENDgraduatedapproach
Ribbon Academy	SEND	School SEND Information Report and approach	https://ribbonacademy.org.uk/send/
Ribbon	Our SEND	Inclusive	https://ribbonacademy.org.uk/our-sen-provision/

Academy	Provision	provision, curriculum and transition commitments	
Ribbon Academy	Policies	Cross-policy framework	https://ribbonacademy.org.uk/policies/

Monitoring arrangements

- This policy and the SEND Information Report will be reviewed by Mrs Kim Flower at least annually, and sooner where legislation, statutory guidance, local authority arrangements or material school information changes. It will be approved through the Academy's governance arrangements. Next scheduled review: September 2027.
- Document control note: Review reform references following publication of the government response to the 2026 SEND consultation and any subsequent legislation or National Inclusion Standards.