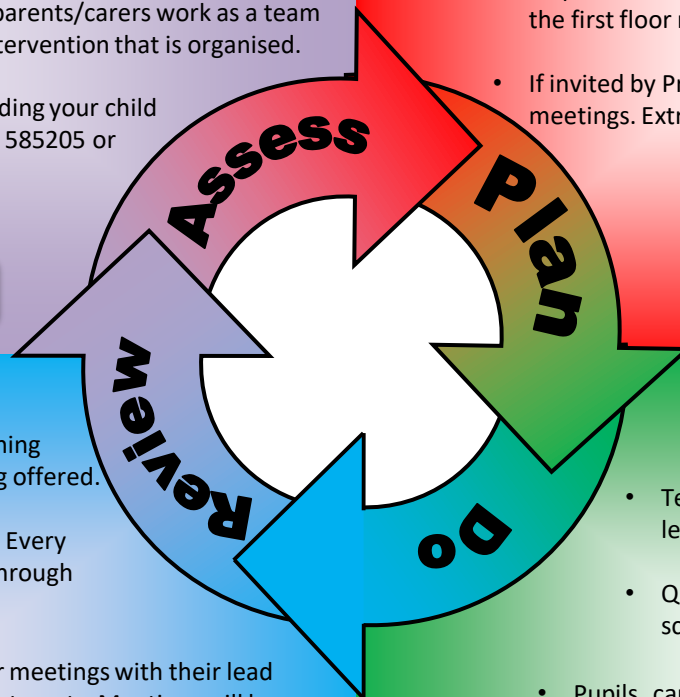


- Information is gathered from a number of different sources including outside agencies, parents/carers, pupils, primary schools, standardised tests, progress reviews and teachers.
- An important part of teaching is to monitor and assess pupil progress. If a pupil is not making progress in spite of quality first teaching the SENDCo will be contacted and intervention may be offered. This may involve additional work to be completed at home or a pupil may be withdrawn for one hour a week from a lesson for a period of time to give targeted intervention.
- Progress is much greater if the pupil, school and parents/carers work as a team so we encourage parents to be involved in any intervention that is organised.
- If you as parents/ carers have any concerns regarding your child please contact Helen Loughlin, SENDCo on 01642 585205 or LoughlinH@ianramsey.org.uk

[More information](#)

- Every teacher works with and teaches pupils with SEND. The teacher with the support of Heads of Area and the SENDCo have to ensure that individual needs are met.
- Pupils who have SEN have a Pupil Support data sheet which is written by the SENDCo and which will be sent to all parents/carers for their comments and suggestions. These are securely available to all staff through the school's SIMS system.
- All parts of the school are accessible to wheelchairs. There is a lift to the first floor near Reception and there are disabled toilets
- If invited by Primary Schools the SENDCo attends all transition meetings. Extra visits can be arranged with Primary Schools.

[More information](#)

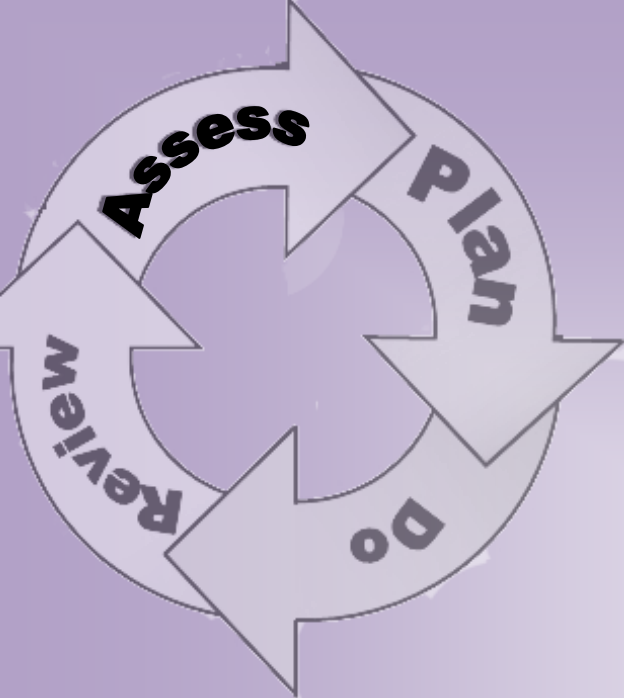


- Pupils will meet with the SENDCo or the lead teaching assistant to discuss the intervention they are being offered.
- Teachers continually assess the progress of pupils. Every term each pupil receives a Pupil Progress Report through the school's reporting cycle.
- Pupils who are receiving intervention have regular meetings with their lead teaching assistant to review their progress and set targets. Meetings will be as regular as is needed.
- Pupils will be tested at periodic intervals to assess progress. They will also be tested at the start and end of the intervention.
- Annual reviews of Education and Health Care Plans and statements will take place according to the statutory guidance.

[More information](#)

- Teaching assistants will be timetabled into certain lessons if required. This may be short or long term.
- Quality First Teaching is planned for every pupil in the school.
- Pupils can be referred to external agencies if support or additional advice is required.
- Parents/carers can contact school at any time if they have any concerns about their child or they can contact Helen Loughlin on 01642 585205 or LoughlinH@ianramsey.org.uk

[More information](#)



## [Special Educational Needs Policy](#)

Access Arrangements for GCSE exams. These include readers, extra time, amanuensis and use of a laptop

## [The SEN Code of Practice 2015](#)

## [Parent Partnership Service website](#)

Every student in Key Stage 3 is tested annually on their reading and spelling



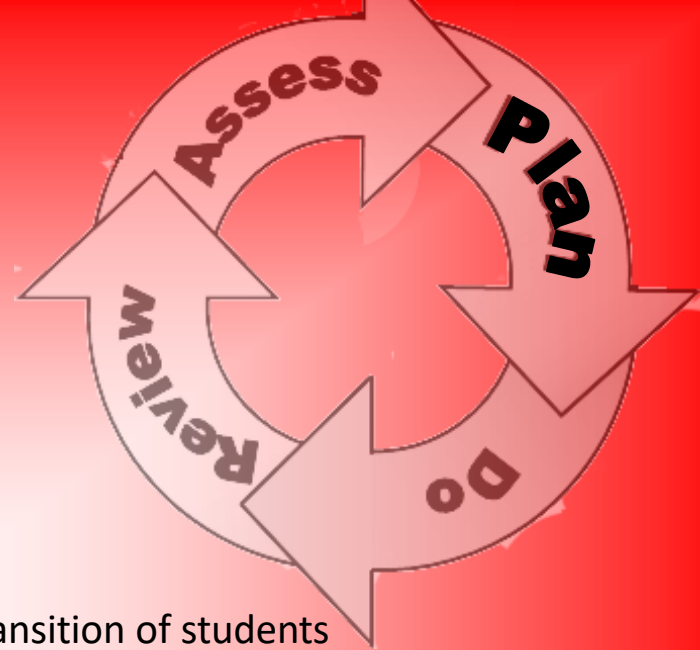
<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental  
Health Difficulties](#)

[Sensory and/or Physical Needs](#)

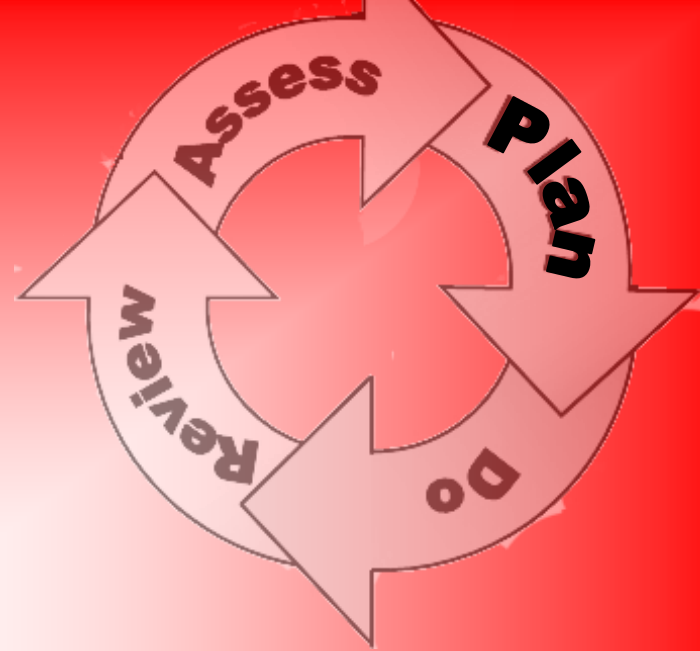


- At Ian Ramsey, part of our support role is preparing for the transition of students between primary and secondary education and between secondary and post-16 establishments. Meetings take place between the SENDCo and Y6 teachers prior to pupils' arrival at Ian Ramsey so that we can work together to ensure that the needs of the students are met. Additional visits can be arranged during the summer term if requested and meetings with the student, parents and other professionals are offered to ensure relevant information is known and can be acted on.
- Similar care will be taken when pupils are transferring from Key Stage 4 to Key Stage 5. Pupils will be offered additional help from Youth Direction and an extended transition will be offered if required. The SENDCo will meet with post-16 establishments to discuss individual pupil needs and organise the transfer of access arrangements and information.
- Access to outside agencies including support, advice, equipment needed, training and access arrangements for GCSE exams

[Main Menu](#)

## Communication and Interaction

- Access to the 'Amanah Room' where pupils can complete work in a 'safe' environment
- Small groups work together on social skills to develop communication, emotional awareness and flexible thinking
- Individuals are given a mentor who will meet the pupil regularly to give support
- Access to outside agencies providing specialist assistance
- Interaction via the following Extra Curricular Activities
  - Homework Club takes place twice a week for one hour where students can be given support to complete homework
  - The SEN Team supports pupils on visits both in this country and abroad
  - Students, whatever their difficulties are encouraged and supported to take part in any of the activities organised by the Academy



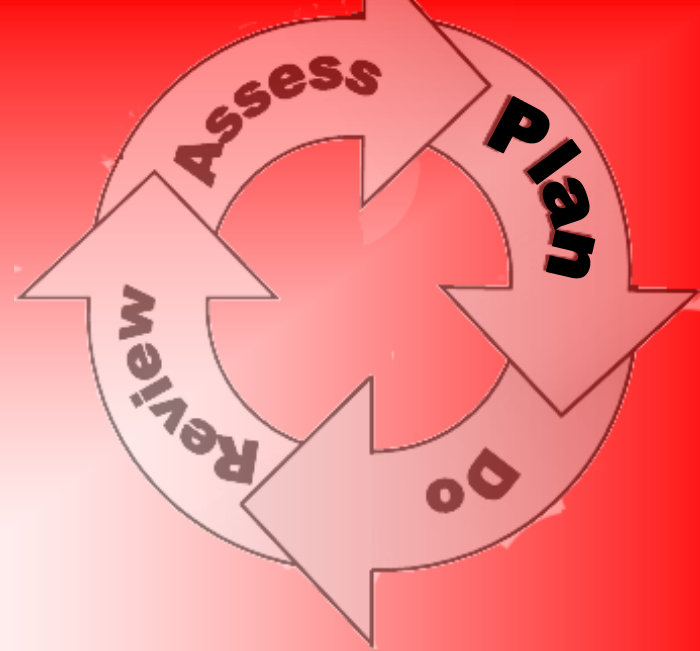
## Cognition and Learning

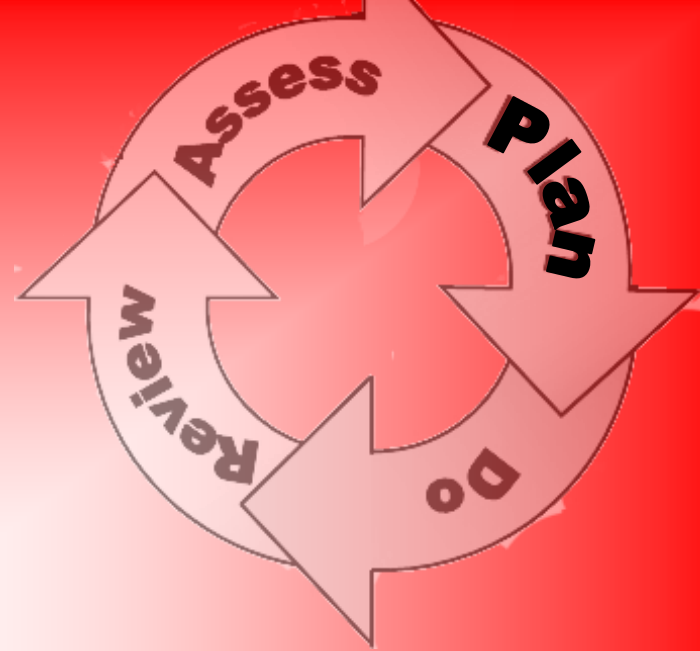
- Work is differentiated to meet individual needs
- Regular individual intervention programmes
- Practical aids to ensure full access to the curriculum
- Access Arrangements for GCSE exams where applicable
- Reading and spelling tests carried out annually in KS3
- Paired reading intervention
- Literacy intervention
- Numeracy intervention
- Homework Club twice a week



### Social, Emotional and Mental Health Difficulties

- Access to the 'Amanah Room' where pupils can complete work in a 'safe' environment
- Small groups working together on social skills
- Use of outside agencies
- 1-1 Sessions with a key worker/ mentor
- Access to outside agencies providing specialist assistance eg CAMHS, Educational Psychologists
- Lunch time club for targeted pupils





### Sensory and/or Physical Needs

- Use of specialist aids
- Close liaison with external agencies providing specialist assistance and support
- Specialist software
- Sharing of information and expertise between Stockton SENDCos

- A lift can be used by pupils if they have physical difficulties
- All curriculum is differentiated to meet pupils needs
- A specialist literacy teacher and experienced teaching assistant deliver interventions across KS3 and KS4
- Teaching assistants accompany pupils on visits in this country and abroad
- If parents have concerns they can contact the SEND area at any time

[School Admissions Policy](#)

[Child Protection Policy](#)

[Anti-Bullying Policy](#)





- Pupil progress is carried out throughout the year. Data is collected regularly, so that new targets can be set and progress measured.
- In Key Stage 3 every pupil is assessed on their reading and spelling so that intervention can be organised if necessary
- EHC Plans and statements are reviewed annually
- Pupils who are receiving intervention will meet with their TA to discuss progress and new targets can be set
- Termly data from progress review is assessed and progress is discussed with the pupil, targets – short and medium term are then set

