

Ravenswood Primary School SEND Information Report

Special Educational Needs and Disability (SEND)

Under the Children and Families Bill which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. Our school provision is part of the Local Offer for Suffolk.

Ravenswood Primary School is an inclusive school. We ensure that pupils are included in all aspects of learning and school life throughout our school.

From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support.

This information report describes the range of provision and support available to support identified children as and when appropriate. This is subject to change depending on budgetary constraints and policy review. For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as High Tariff Needs Funding.

How does Ravenswood Primary School know if children need extra help?

We regularly observe, assess and report the progress of children to be able to identify those who are not progressing as we expect. We also know if:

- concerns are raised by parents/carers, teachers, teaching assistants or the pupil's previous school/setting
- there is lack of progress in key areas
- poor test scores
- there is a change in the pupil's behaviour
- a pupil asks for help
- the child has existing identified special educational needs

What should I do if I think my child may have special educational needs?

- If you have concerns then contact your child's teacher or the SENCo. The SENCo for 2018-19 is Mr Phillips.
- The SENCo is available during the afternoon, after school in the playground, on the phone or please feel free to arrange an appointment at a time which is suitable, which our office staff will help to arrange.
- If you a prospective parent with a child with additional needs then you are very welcome to visit the school and talk to the SENCo.

How will I know how Ravenswood Primary School is supporting my child?

- Each pupil's education will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil may be placed in a small focus intervention group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- Ravenswood Primary School offers additional small group teaching of Literacy and Numeracy by qualified teachers.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with senior members of staff to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented with the SENCo.

Occasionally a pupil may need more expert support form an outside agency such as;

- The Early Intervention Service (specialist learning and behaviour advisory teachers)
- The SEN Specialist Support Team (advisers for visual and hearing impairment and physical needs)
- The Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health Service)
- School Nursing Team
- Speech and Language Therapists
- Social Services

Referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The Governors for Ravenswood Primary School are responsible for entrusting a named person, the Designated Safeguarding Officer, to monitor Safeguarding, Child protection and PREVENT procedures. For 2018-19 this is Mrs Diane Green. She is also responsible for the monitoring and correct administration of the Disclosure and Barring

service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

High quality classroom teaching is the key to learning at school. A broad, balanced and creative curriculum offers learning matched to pupils' ability.

- Learning opportunities are designed so that all pupils in the class can take part using a variety of teaching methods including those designed to meet the needs of learners who respond better when taught in a visual or kinaesthetic way.
- In some lessons, pupils are grouped with others that are working on similar targets.
- Additional adult support may be used in a variety of ways: small groups, one to one support in or out of class, or to support the class teacher to plan for or work with a pupil or pupils with special needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

- You will be able to discuss your child's progress at three termly Parents meetings with your child's class teacher and the SENCo, where appropriate.
- Appointments can be made to speak to the class teacher or SENCo by visiting the school office.
- All children with SEND will have Personal Targets which can be used to target children's needs more carefully. Targets are set by the class teacher. Progress on targets is discussed each term with parents/carers.
- Children with EHC plans have an annual review meeting a year from when their EHCP was awarded.

How will you help me to support my child's learning?

- The class teacher may suggest ways of supporting your child's learning through targeted home support, at parents' evenings or if you are requested to attend a meeting.
- The class teacher or the SENCo may meet with you to discuss how to support your child in class or share strategies to use if there are problems with a child's behavior or emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions that are offered can be developed and used at home.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties detailed in the list of interventions below.

- Safeguarding and child protection procedures are in place. The named person is Mrs Green.
- Our behaviour policy is followed by all staff.
- Attendance is monitored daily by our Attendance Officer to ensure all children have good attendance and arrive punctually.

<p>Pupils with medical needs</p> <ul style="list-style-type: none"> • If a pupil has a medical need then a Care Plan is compiled. These are discussed with all staff who are involved with the pupil. • Many staff receive First Aid training. • Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medication agreement in line with the medication policy is in place to ensure the safety of both child and staff member.
<p>What specialist services and expertise are available at or accessed by the school?</p> <ul style="list-style-type: none"> • Sometimes we need to consult an outside agency for their more specialist expertise. The agencies we work with are listed earlier in this report.
<p>What training are the staff supporting children and young people with SEND had or are having?</p> <ul style="list-style-type: none"> • Training opportunities are regularly offered to staff. If a child with a specific condition is to be educated at our school, appropriate training will be given.
<p>How will my child be included in activities outside the classroom including school trips?</p> <p>Activities and school trips are available to all.</p> <ul style="list-style-type: none"> • Risk assessments are carried out and procedures are put in place to enable all children to participate. • However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.
<p>How accessible is the school environment?</p> <ul style="list-style-type: none"> • As a school we are happy to discuss individual access requirements. • Our school is fully wheelchair accessible, there is a wheelchair accessible toilet, lift and all doors are wide enough for wheelchair users and require no ramps. • Pupils' specific learning needs are supported through the use of technology (computers) where appropriate.
<p>How will the school prepare and support my child when joining Ravenswood Primary School or transferring to a new school?</p> <ul style="list-style-type: none"> • Ravenswood Primary School understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. <p>These include:</p> <ul style="list-style-type: none"> • Meetings between the previous or receiving schools prior to the pupil joining or leaving. • The SENCo attends transfer meetings for Y6 pupils. • All pupils have a transition week in the summer term where they spend time with their new class teacher. • The SENCo is always willing to meet parents/carers prior to their child joining the school.

How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- The SENCo will investigate further support or advice from outside agencies if required, with permission from parents.

How is the decision made about how much support my child will receive?

- Support is allocated based on need, decided at Pupil Progress Meetings and in Personal Target review meetings. The head teacher will allocate teaching assistants to individuals or small groups to support in class or in other focus groups tailored to the pupils' needs.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher.
- During parent consultations.
- During discussions with the SENCo or other professionals.
- Parents are encouraged to comment on their child's personal targets with possible suggestions that could be incorporated.

Who can I contact for further information?

- If you want more information or have concerns please see your class teacher or the SENCo, via the school office.
- The Suffolk SENDIASS, is a free, independent and confidential service that supports parents of children with special needs. You can contact them on 01473 265210.
- If you have a complaint or concern please refer to the school's complaints procedure which is available from the school office upon request.

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

Interventions at Ravenswood Primary School

- Speech and Language support
- Gym trail
- Hand Gym
- Socially Speaking

Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)

- Laptops are available for children who would benefit from access to this technology

Strategies/programmes to support speech, language and communication

- Programmes put in place by Speech and Language Service actioned in school by ELKLAN trained support staff
- Visual timetables
- Visual prompts to support learning
- Speech and language support delivered by school based Speech and Language Therapist
- Makaton trained support staff
- PECS (Picture Exchange Communication System) trained support staff

Access to strategies or programmes to support Occupational Therapy/Physiotherapy needs

- Gym trail
- Hand Gym
- Resources such as seat wedge, writing slope, pencil grips

Strategies to reduce anxiety and promote emotional wellbeing (including communication with parents)

- Regular meetings with individual programmes of support
- Access via referral to the CISS (behaviour support service)

Strategies to support and develop literacy including reading

- IDL (Interactive Dyslexia Learning)
- Computer programs to support literacy such as Clicker 6
- Multi-sensory learning
- Visual support
- Jolly Phonics

Strategies to support or modify behaviour

- Individual support from a teaching assistant
- Suffolk Pupil Support Framework (SPSF)
- Referral to other agencies within Suffolk
- Family Network Meeting
- Triple P parenting advice
- Visual prompts
- Emotions resources
- CAMHS advice (Child and Adolescent Mental Health Service)
- Educational Psychologist support

Strategies to support/develop numeracy

- Additional small group support
- Numicon

Provision to facilitate/support access to the curriculum

- Differentiated work in class
- Modifications to the curriculum – aids to access curriculum as recommended by other professionals
- Assessment by SENCo or Educational Psychologist

Strategies/support to develop independent learning

- Individual programmes with targets and rewards
- Tasks broken down into small achievable steps

Support/supervision at unstructured times of the day including personal care

- Teaching assistant support for children with specific needs

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Working together with parents to formulate a plan of action
- Shared outcomes of assessment to plan a way forward
- Multi agency meetings both formal and informal
- Preparation of application for request for EHC Plan if appropriate

Access to Medical Interventions

- Work with School Nursing Service to support children with medical protocols
- Many staff are First Aid trained
- Many staff are trained to use an Epipen
- Children's medical condition requirements are displayed in the staffroom so appropriate action can be taken.

Experience

We have staff who have had experience of the children with autism, diabetes and a hearing impairment.