

Ravensworth CE Primary School SEND Information Report 2017

[Link to SEN Policy](#)

[Link to NYCC Local Offer](#)

Introduction

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs.

This information outlines the support and provision you can expect to receive, if you choose Ravensworth Primary School for your children.

1 What kinds of SEND are provided for in our school?

We welcome children with a broad range of needs to our school.

- Special educational needs and provision falls under four broad areas:
 - o Communication and interaction (C&I)
 - o Cognition and learning / Specific Learning Differences (C&L / SpLD)
 - o Social, mental and emotional health (SEMH)
 - o Sensory needs and/or physical difficulties (SN / PD)

Behavioural difficulties do not necessarily mean that a child or young person has SEND.

2a) What policies do we have for identifying children and young people with SEN?

2b) How do we assess their needs?

2c) What is the SENCo's name and how can I contact them?

2a) Please read our SEND policy (click the link) alongside this document. We use the "Assess, Plan, Do and Review" process, known as the Graduated Approach. We consider children's needs, plan interventions / changes to class teaching etc., implement these and then review their impact. We try to determine what the root cause of the issue is, as children who fall behind do not always have SEND – there may be other barriers to learning.

2b) If you think your child may have SEND, we will observe closely, assess what may be causing the difficulties and share with you what we will do as a school to support you and your child. We talk to parents and children regularly and liaise with other members of school staff.

We have a range of assessments which can be used within school to help identify the specific difficulties your child may be experiencing. For example:

- The Diagnostic Reading Analysis can help identify a difficulty with reading fluency, decoding or comprehension.
- The SpLD Handbook contains a variety of assessments which we may use.
- The Visual Assessment can help assess whether your child would benefit from the use of a coloured overlay to improve their reading.

There are also assessments which we can ask you to support with to help identify the difficulties your child may be experiencing. These include:

- The Skills for School Audit which can identify difficulties in learning behaviours.
- The Dyslexia / Dyspraxia Checklists
- The Social Communication Checklist

With these documents, you complete your version, the pupil (where appropriate) completes a version and school (usually the class teacher) completes a version. The results are then pulled together and discussed with you.

2c) SENCO – Mrs Sharon Stevenson – Executive Headteacher

T – 01325 718375

E – headteacher@ravensworth.n-yorks.sch.uk

SEND governor – Mrs. Corinne Bell

T – please call the office (same number as above)

E – admin@ravensworth.n-yorks.sch.uk , please mark FAO: Corinne Bell

3 What arrangements do we have for consulting with parents of children with SEND and involving them in their child's education?

At Ravensworth we take parental concerns seriously and we strive to build good relationships with all parents. We ask that in the first instance you make contact with the class teacher to discuss any concerns you may have surrounding either progress, or any other aspect of your child's development. Mrs Stevenson (SENCO) works closely with all class teachers.

Communication with you about your child's education includes the following as standard:

- Weekly newsletters
- Specific letters from teachers re: curriculum foci etc.
- Emails to inform you if your child has been selected to take part in an intervention – this will explain why your child has been selected and offer you an opportunity to discuss further if required
- Twice yearly parent consultation evenings
- Annual school report
- Ongoing opportunities to speak to your child's class teacher, SENCO or Headteacher as needed either by appointment or informally, for example on the playground before school
- Parent workshops to support your understanding of the curriculum and expectations

We recognise that as a parent of a child with SEND you may require additional communication between home and school to support your child's learning and progress. This includes:

- Regular email contact
- Golden books
- Home school communication books

Parents are invited to attend relevant training opportunities provided by school or externally, for example on attachment or through the Dyslexia Network.

Parents are also signposted to relevant support networks e.g SENDIASS, POSCH, Fun with Autism and NYPACT.

4. What arrangements do we have in place to consult with young people with SEND and how do we involve them in their education?

The ethos within our school appreciates everyone's uniqueness – that we all have our own strengths and weaknesses. Work carried out within classes, assemblies and when issues arise reinforce this ethos. The views of all children are listened to.

Children with SEND may require additional support in articulating their views and aspirations. Targeted work may be undertaken with the class teacher, TA or SENCO. We have a TA who is particularly skilled in drawing out pupils' voice through 'Silver SEAL' an effective programme developing Social and Emotional Aspects of Learning. Some children might find it difficult to express their views verbally; if this is the case then alternative methods are sought, for example by using visual prompts and traffic light cards.

Children with SEND are involved in setting and reviewing their own learning targets, as outlined on their individual provision maps. These documents are also shared and reviewed with you on a termly basis or more frequently if required.

Pupil views are sought for annual reviews using the first page of the EHCP document; these are maintained in order to track progress in the level of response as a child gets older.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Can you explain what opportunities are available to enable school to work with parents and young people as part of this assessment and review?

We use Target Tracker to assess and track all pupil progress. For children not yet accessing the National Curriculum, we use P-scales.

We meet regularly with parents of children with SEND to hold review meetings and more often, informally, as required. This may be a quick chat on the playground, or a message via text, telephone or email.

We aim to make the review meetings as pleasant as possible, recognising that this can be a time that you can find difficult and stressful. We offer refreshments and ensure you are introduced to everyone who is present at the meeting. We try to ensure that we stick to time and ensure you have the chance to ask questions. There is the opportunity to complete parent views in advance of formal meetings to enable you to feel prepared before the meeting and provide notes and records of these minutes, along with children's Provision Maps. Your child also has the chance to complete pupil views before the meeting, as outlined above.

Individual provision maps are updated and shared with you and children termly, as outlined above. Inclusion passports are also used to highlight strategies which work (and their impact) and strategies which do not work (and why they don't work). This is typically updated annually or more often as required.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do we ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?

Transition between classes within school is carefully planned. Additional visits to see the new class and teacher are planned where needed. Special provision may be made, for example, a child has been invited into school on a training day at the beginning of a new term in order to have prior warning of changes that may have taken place to the building during the holiday period.

Transition to a new school is equally well planned. A member of staff from the relevant secondary school is invited to Year 6 SEND reviews, and earlier if appropriate. We have a very good relationship with our main feeder secondary schools of Richmond and Saint Francis Xavier and work closely with them to ensure that transition for all pupils, and especially those with SEND, is smooth and handled correctly to reduce anxiety for yourself and your child.

We tailor transition packages dependent on the needs and concerns of you and your child and it will always involve a discussion with you to decide together on the best approach.

Transition packages usually take the form of additional visits, but their format may be different dependent upon the pupil. For example, some children are introduced to a key member of staff and spend some time completing art activities in a series of sessions before moving up to secondary school. Other children are tasked with creating a poster or photo book about the new school to share with their current class. Other children require visits to simply familiarise themselves with the site.

Resources are provided to help support transition, for instance examples of what the timetable or school planner might look like. Targeted time is allocated by the learning mentor to support children who may be feeling anxious about transition.

The school has specific Citizenship lessons every Friday afternoon in order to help children to prepare themselves for independent living in modern Britain. SEND pupils may have particular needs in this area, and planning takes account of this through specific differentiation.

7. What is our approach to teaching children and young people with SEND?

Ravensworth is an inclusive school and we make every opportunity to include all children. We work closely with you and your child to aim to meet their needs in the best way possible.

If your child requires an intervention to help them address a specific difficulty, we will inform you of this and give you the opportunity to discuss with the class teacher.

Additional support can be provided during lessons to support children with SEND and this might take the form of additional or different resources, breaking a task down into smaller chunks, provision adult support etc. For full details, see our Whole School Provision Map, available upon request.

We aim to always include children with SEND on all educational visits including residential visits.

For children with more complex needs, a more personalised package of support may be required. For example, children may require:

- Sensory breaks in a quiet area
- Movement breaks
- 'Check in time' with a TA / other staff member
- Greater access to the outdoor space
- A more structured lunchtime / playtime etc.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Adaptations are made wherever needed within the classroom, for example:

- changing the colours of interactive whiteboards
- providing a visual timetable which is updated daily
- paired work or small group teaching
- providing coloured overlays
- social stories
- different styles of reading books
- adaptations to homework
- use of ear defenders
- use of ICT to record ideas
- quiet areas within the classroom
- "chunking" learning into smaller sections
- writing scaffolds/frames/sentence starters
- use of practical resources

Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

Again, please see 'Whole School Provision Map' for full details.

9. What sort of expertise for supporting children and young people with SEND do we currently have in school? How do we ensure that the expertise and training of staff to support children and young people with SEND is current? How do we access and secure further specialist expertise?

The SENCo is the Headteacher, and therefore works alongside a number of other schools. The SENCO is also an active participant in the Swaledale Alliance SENCO Network, and therefore works with SENCOs from around the locality, and beyond. This role also ensures that his practice is as current and as up to date as possible.

The SENCO also accesses the termly NYCC Senco Network meetings.

All of our Teaching Assistants have received training in a wide range of SEND provision, including SEAL, ECAT, ALK, DRA, Write from the Start etc.

Several of our staff members have received training either via the termly NYCC TA network meetings or directly from Enhanced Mainstream School (EMS) staff within school on a range of interventions and programmes including:

- 'Speed Up'
- Lego therapy
- Sensory processing difficulties
- Behaviour management

A programme of staff training (for both teachers and TAs) is carried out on a rolling basis and has included:

- Attachment
- Deaf awareness
- Speech and language
- Autism
- Numicon
- Writing individual provision maps
- Changes to the Code of Practice
- Social stories

Specific training is provided as needed for staff members as and when the need arises.

Should we require additional support or expertise to meet a child's needs, and once it has been proven that we are unable to meet this within school, a request for involvement would be made to the Inclusive Education Service.

10. How do we evaluate the effectiveness of the provision made for children and young people with SEN?

As outlined in other sections, we carefully monitor and track progress of children using Target Tracker and, where necessary, P-scales. We also use individual provision maps and record details of interventions undertaken (e.g. on the notes section of Target Tracker).

Lesson observations, work scrutinies and pupil conferencing all form part of evaluating the effectiveness of provision, as well as feedback from parents. The Headteacher is well positioned as SENCO to have oversight of all of these areas, ensuring Quality First Teaching, and high quality interventions have a sustained impact on the outcomes for pupils with SEND.

11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEN?

We provide a huge range of opportunities for all of our children, irrespective of gender, ethnicity, SEND or disability, to engage in activities. This is further outlined in Section 4.

Where there may be difficulties in a child with SEND accessing a particular experience (although these instances are very rare) we endeavour to work with parents to make provision for these pupils. For example, a child with extreme emotional difficulties may need support from a parent to attend certain trips which involve risk or abnormal situations – in these instances, parents have been invited to accompany pupils.

12. How do we support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

Our school ethos is predicated on the idea of excellence for all, and this begins with living out our values. One of these is 'respect' and children are taught how to show this to all people, regardless of any particular issues or struggles they may have. The school runs an active Anti-Bullying programme, particularly focussing on anti-bullying week, and children have a regular opportunity through class councils to discuss this issue.

In addition, PSHE lessons target this area and targeted work is carried out by class teachers, TAs and the SENCO as required.

At Ravensworth, we recognise that children with SEND may be particularly vulnerable. We put in extra strategies to prevent any bullying or discrimination against those with SEND. These may include:

- 'Buddy' system, pairing pupils up on the playground
- Opportunities for 'cool down spaces'
- Transparent discussions with pupils about differentiated behaviour strategies
- Silver SEAL
- 'Check in' time with Teacher / TA

13. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

We work closely with a range of external agencies to help meet your child's needs. North Yorkshire has a range of services which the school can access. Ravensworth School has worked to develop excellent links with these services. This includes: the Prevention Service (which has a team of Family Outreach Workers who can support you at home); Educational Psychology; EMS – SpLD, SEMH, C&I; CAMHS – Children and Adolescents Mental Health Services; Speech and Language Therapists; Occupational Health; the Healthy Child Practitioner team; Physiotherapists; CDC - Child Development Centre; Paediatrician and Hearing Support Services.

Representatives from all the above agencies visit the school in order to provide advice / guidance / extra support to pupils or staff as required in order to ensure best practice is followed for any pupil with SEN. If we feel that we require some additional support to meet your child's needs, we will always speak to you first and seek your written consent.

14. What are the arrangements for handling complaints from parents of children with SEND about the provision made?

Complaints about SEND follow the general complaints procedure. Please see your child's class teacher in the first instance, to see if your concerns can be immediately addressed. Should there be no improvement, please do make an appointment to see Mrs. Stevenson as SENCO and Executive Headteacher. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to Mrs Alison Brooks (chair of governors) at the school.

Chair of Governors – Mrs Alison Brooks

T – 01833 621469

E – alison.brooks@ravensworth.n-yorks.sch.uk