

## Ravensbury Community School: SEND Information Report

At Ravensbury Community School we aim to develop the knowledge, understanding and skills of all our children, in order that they may reach their full potential. We endeavour to provide the provision needed for every child to be included, to learn and to take part in daily school life. We recognise that from time to time some children require additional support for a set period of time to help meet their needs or improve their learning. We will make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and reducing barriers to learning.

### ***What types of Special Needs for which the school is making provision?***

The school provides support for a range of special needs which are put into four new broad categories.

These are;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and physical

### **Who are the best people to talk to about my child's difficulties with learning/Special Educational Needs or disability (SEND)?**

**The Headteacher at Ravensbury Community School is: Ms Maureen Hughes**

#### **Headteacher**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will delegate the responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.

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#### **The SENCO**

**The SENCO at Ravensbury Community School is: Ms Jo Wendt**

The SENCO is responsible for ensuring the inclusion policy is put into practice by:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
  - Monitoring, evaluating and reporting on special educational needs provision to SMT (senior management team)
  - Reporting to Governors about the progress of SEND pupils.
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**The PSA** (parent support advisor)

**The PSA at Ravensbury Community School is: Mrs Ann Roberts**

The PSA works closely with the SENCO, she support parents and carers on a range of issues including SEND, and is available to offer friendly, confidential support, advice and information. She:

- Works with parents and carers to try to help with issues around their children's wellbeing in school,
  - Helps parents and carers with other parenting issues,
  - Works with parents and carers to try to make sure that children are getting the most out of school and are safe and happy.
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**The named Governor for SEND is: Andrea Andrews**

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### **Classteacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing plans, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **Manchester City Council**

Parents can access Manchester City Council's Local Offer via the link below:

<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>



## Teaching and Learning

### What different types of support are available for pupils at Ravensbury?

Sometimes children experience challenges which prevent them from achieving age expectations in learning or making full use of educational facilities. They may have educational or behavioural needs which require special help and assistance, they may have difficulties with;

- Some or all of the work in school
- Reading, writing or maths
- Understanding information
- Expressing themselves
- Understanding others
- Organising themselves
- Sensory perception or physical mobility
- Managing their behaviour
- Making friends or relating to adults

At Ravensbury there is an expectation that all learners are provided with high quality learning experiences that lead to consistently high levels of learner achievement. We aim to equip all learners with the skills, knowledge and experiences required to be a successful member of society now and in the future. We want them to achieve, enjoy, and make a positive contribution. The core values of enjoyment, respect, excellence, morality, respect, resilience, unity and well-being underpin the learning and teaching in Ravensbury Community School.

**We expect every teacher to be a good/outstanding teacher – no child deserves less.**

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### SEN stages

The Special Educational Needs and Disability Code of Practice 2014 gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by-step approach. Parents will be consulted at all stages of this graduated approach and staff will inform you of the additional work they do with your child.

Class teachers will assess your child to identify their strengths, needs and the extra help they require. If they need extra or different support than most children their age they may be placed at SEN support.

SEN Support replaces school action (SA) and school action plus(SA+)

### The four stages of SEN support are:

- Assess
- Plan
- Do
- Review

This may involve extra help from a teaching assistant in class, small group or individual support out of class or alternative resources such as a sloping board, ICT access, visual prompts.

If your child continues to have difficulty even with this extra support, we will seek professional advice from: Speech and language therapists, visual/hearing impairment teachers, health professionals, Educational psychologists

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## **EHC**

If your child's needs are complex or severe we may suggest that we ask the Local Authority for a Statutory Assessment. New 0-25 Education, Health and Care Plan, will replace the current system of Statements and Learning Difficulty Assessments. The EHC will place your child at the centre of the plan and will reflect the child or young person's aspirations for the future, as well as their current needs. EHC's usually involve the Local Authority providing extra resources to help your child. These could include money, staff time, special equipment and attendance at a school with specialist resourced support. This additional provision will be reviewed annually or sooner if required and would include parent, teacher, SENCO, pupil and healthcare professionals involved with the family.

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## **Quality First Teaching.**

For your child this will mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- A range of different strategies are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.
- Access to an appropriate classroom learning environment matched to the needs of the pupils
- A differentiated curriculum which is matched to the needs of all of our learners
- Access to a range of resources used to support your child individually and in groups.

All children in school will get this as part of excellent classroom practice.

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## **Small Group Work.**

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, it may be

- Run in the classroom or outside.
  - Run by a teacher or teaching assistant who has had training to run these groups.
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## **One to One Support**

This is usually provided via an Education, Health and Care Plan (EHC). This means your child will have been identified as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

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### Staff available to support pupils at Ravensbury

At Ravensbury we have a very experienced team of staff who may be involved in supporting your child. They include:

- **Your child's teacher**, who will always make sure that tasks set are appropriate and accessible for your child.
- **Teaching Assistants (TAs)**, who support groups and individual children with their learning.
- **Teaching Assistants (TAs)**, who work across school to support children with their behaviour, emotional and social needs.
- **A creative arts therapist** who works with children who may be experiencing a particular period of trauma or emotional difficulty.
- A **play therapist**, who works with individual children and families who may need emotional or social support.
- Our **school nurse** offers advice and can assess any medical needs.
- A few children with language and communication needs may be assessed by our link **Speech and Language Therapist (SALT)**. If you or your child's teacher are concerned that your child has difficulty pronouncing some sounds or words, we can refer them to SALT clinic.
- A few children may need advice or input from our **Educational Psychologist (EP)** or **CAMHS(Child and Adolescent Mental Health Service)**



## Annual Reviews

### Annual reviews

Everyone involved with a child with an EHC (Education, Health and Care Plan) plan, parents, carers, teachers, therapists, teaching assistants are invited to the Annual Review meeting, which is held once a year. A representative from the LA (Local Authority) will also be invited. All professionals working with the child will be invited to the annual review, if they cannot attend, it is anticipated that they will forward a report that can be shared at the meeting. The meeting will involve discussion of the child's progress, whether targets in the plan are being met, and whether any changes are needed to the EHC plan. It is also a good opportunity to raise any concerns.

Each term parents are also invited into school to discuss their child's targets and the progress they are making towards achieving them.



## Keeping Children Safe

### Risk assessments

Risk assessments are planned for very specific reasons to keep children safe they include:

- Risk assessments for the school premises are carried out regularly including fire safety, water safety, electrical appliances and play spaces.
- Disclosure and Barring Checks are carried out on all staff appointed to the school; visitors to the school are required to sign at the office where they will be given a visitors badge to wear.
- Individual Pupil Risk Assessments for Behaviour
- Individual Pupil Risk Assessments for the administering of medicines as part of Health Care Plans
- Individual Pupil Risk Assessments for pupil's with medical needs; Health Care Plans
- Curriculum Risk Assessments including risk assessments of all learning spaces.
- Risk Assessments for all Offsite Educational Visits; including individual risk assessments for pupils with additional needs.

Risk assessments are carried out in accordance with statutory requirements and in line with school policies on a regular basis. Staff are trained in accordance with their roles and responsibilities across the school and are named in respective policies.

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### Safeguarding Procedures

All external gates will be locked at 9.00am and will not be reopened until the end of the school day. If children are late they must enter via the main entrance where they will be escorted to their class by a member of staff.

In accordance with the schools attendance policy, first day phone calls are made to parents/carers when reasons for absences are not known.

A designated child protection officer is always on site.

**The designated safeguarding leads at Ravensbury are Mrs A Roberts, Mrs Maureen Hughes and Mrs Louise Thewlis.**



## Health

### Health

The school's policy on the **administration of medication** follows the guidance set out in 'Supporting Pupils at School with Medical Conditions 2014'. The management and administration of medication is managed by the Deputy Headteacher in close liaison and consultation with the school nurse. Consent for the administration of medication is given by parents and the Headteacher consents to ensure the procedures are followed. Named staff are trained to administer medication for pupils requiring it when on the school premises or when offsite. Health care plans are written by the SENCO in liaison with health professionals to meet the health needs of those children requiring them. These plans are kept in the pupils' classroom and are accessible to adults on a need to know basis. Strict records are maintained by those involved and monitored by the Deputy Headteacher.

**Medical emergencies** are dealt with in a calm and sensitive manner as agreed by parents in the child's health care plan.



## Communication with Parents

The school has an 'open door' policy and parents and carers are welcome to drop in although an appointment is advised if they wish to speak to someone in particular to ensure they are available to meet with you.

If you have any concerns that your child may need some additional support or have SEND please speak to their class teacher as soon as you can. They will be able to advise you and to discuss your child's needs further with relevant staff if you both feel that this is appropriate. The SENCO Miss Wendt is available to meet with you to discuss your child's progress or any concerns/worries you may have. She will discuss any new assessments and ideas suggested by outside agencies for your child. All information from outside professionals will be discussed with you. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Parents' evenings in the Autumn and Spring term give a more formal opportunity to discuss specific targets set for your child or changes made to your child's provision. An annual school report is sent out in July, this will show your child's attainment and progress to date and share examples of exciting learning experiences they have been involved in

Parents and carers are also kept up to date with their child's progress via the child's key worker, teacher discussions, annual reviews, LAC and PEP meetings.

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### **Pupils new to school**

Meetings with pupils, parents/carers and other professionals are held in school prior to admission. At this meeting families have the opportunity to meet key staff. Relevant information is passed at this point to ensure a smooth transition and maximize the pupils learning, health and wellbeing.



## Help for Families

Parents are welcome to contact school in relation to any support or advice they may need. They will be able to signpost parents and carers to relevant advice and support when requested. Mrs Roberts (PSA) and Miss Wendt (SENCO) will support parents and carers in completing forms, including transport forms and Disability Living Allowance (DLA). Relevant paperwork will be completed in conjunction with parents and carers.

Mrs Roberts (PSA) will also help arrange medical appointments for children and support parents by attending appointments with them.



## Transition to High School

### Transition to high school

Transition from primary school to high school can be a very challenging time for pupils and their families; moving from a small setting where everybody knows them to a large building where everything and everyone is new. Discussion with families starts at the annual review in year 4.

We work closely with our partner high schools to help make the move as smooth as possible. Pupils are invited to visit their high school during the spring / summer term in year 6, these visits are supported by staff from Ravensbury who know the children well. Additional visits can be arranged for those pupils who would benefit from them. This provides an opportunity for pupils to familiarise themselves with the new setting and to build up their confidence when faced with the transition from primary to secondary education.



## Out of Hours Learning Opportunities

Ravensbury Community School offers a range of after school clubs and activities. They aim to broaden learning, encourage children to find their personal strengths, to try new things and to develop a love of learning in all its forms. The clubs take place directly after school finishes and our Early Bird Learning Club takes place in the morning before school starts!

Breakfast club runs from 8.00am to 8.50am. Children are offered a choice of healthy and nutritious breakfasts including toast, fruit and cereal. Breakfast is served between 8.00am and 8.20am, after the children have finished their breakfast they attend the Early Bird Learning Club. At 8.50am the children are escorted to their classroom.

**All of our clubs are completely free of charge.**



## SEND Terminology

EHC-Education Healthcare Plan

SEND-Special Educational Needs and Disability

Local Offer-The range of services, opportunities and access on offer in the local area for children and young people with SEND

Code of Practice: 0-25 years-Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

LAC-Looked After Children

PEP-Personal Education Plan

SALT-Speech and Language Therapy

CAHMS-Child and Adolescent Mental Health Service

PSA-Parents Support Advisor

SENCO-Special Educational Needs Coordinator

EP-Educational Psychologist