

# **RAVENSCOTE JUNIOR SCHOOL**



## **SEND Information Report**

**January 2020**

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### **What kinds of special educational needs are provided for?**

We are a mainstream, inclusive school that complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have regular training in order to cater for learners who may have difficulties with:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

For more information about various aspects of this report you may like to look on the school website under Curriculum/SEND in:

- SEND Policy
- Provision Map
- Intervention details
- FAQs

You may also contact the Inclusion AHT, Miss Natasha Solway at Ravenscote School on 01276 709007 or at [nsolway@ravenscote.surrey.sch.uk](mailto:nsolway@ravenscote.surrey.sch.uk)

### **What policies are employed to identify children with SEN and make an initial assessment of their needs?**

The school has a SEND Policy which can be found on the school website. Additional information relevant to the support of children with SEN may be found in these additional policies;

Able, Gifted and Talented Pupils Policy

Equality Policy

Safeguarding and Child Protection Policy

Behaviour Policy

PSHE Policy

Anti-Bullying Policy

Accessibility Plan

Complaints against the Curriculum Policy

**Larger font paper copies can be requested at the school office.**

Regular pupil progress meetings are held between the assistant heads, Inclusion AHT and class teachers to monitor individual children and plan next steps of development. These decisions tie in with the school's graduated approach to meeting the needs of all pupils. The Inclusion AHT and class teachers also meet each term to monitor progress of specific 'higher need' children and to discuss any new concerns. All our teachers are clear about expectations of whole school (i.e. universal) provision and their lessons and books are monitored regularly by the senior leadership team.

When concerns about difficulties are raised we follow the cycle of:

- **Assessment** of difficulties
- **Planning** how to support
- **Implementing** a programme of support
- **Reviewing** the effect of that support

It is normal practice to begin this cycle within the first half term of joining our school in Year 3. If children join us after this date, we assess needs on arrival, looking at previous school records, carrying out assessments and planning support if necessary. When necessary, appointments with parents/carers take place to agree appropriate levels of support.

### **What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?**

We have an open door policy where parents are welcome to come in and speak to the class teacher or Inclusion AHT should they have any concerns regarding the academic or emotional progress of their child. Parents are encouraged to make an appointment to speak to the class teacher so that adequate time can be given to discuss a concern. These appointments can be made via the school office. We also encourage parents to alert the class teacher about any emotional issues outside school which may impact on their child's well-being and focus at school.

We regularly share feedback about progress with our pupils and their parents/carers. Teachers meet with parents and carers at least termly and more frequently when there is a cause for concern or closer monitoring is taking place. At these meetings we clearly share what can be done by families to support their children with their learning and welcome input from parents about difficulties they may be experiencing at home too. Regular updates are made to the curriculum and these are shared via our school website. We believe in supporting the development of parenting skills, and as such, we work in collaboration with other agencies and signpost parents where possible, via our newsletter.

Information about progress, through data, is also shared with parents/carers. Explanations of what the data means are made available at the same time.

Where specialist services are being employed to support a child this is with the explicit consent of the parents/carers and they are fully involved in discussions and target setting.

### **What other ways can parents/carers be involved in their child's education?**

We have an active PTA and our governing body includes parent governors. Parents are encouraged to become involved in the school by hearing children read, supporting on educational visits and sharing time in other ways appropriate to the year group. Regular invitations go out to parents to support at specific school events and they are invited to watch class assemblies and share lunch with their child each term. Communication about ways to be involved in school life is made through the newsletter sent home by email, and reminders are sent via text. This year, parents have continued to support with reading, on school trips and transporting to sports events.

Further information about how to become involved can be found on the school website under PTA.

### **What are the arrangements for consulting children with SEN and involving them in their education?**

The Inclusion AHT liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to be put in place for the child. Children are spoken to regarding their progress and their views are sought about their difficulties and what they would find helpful in order to overcome these difficulties. It is often through conversation with a child that specific interventions are found to be beneficial. We may use a variety of prompts to aid this discussion;

Pack Types Discovery

All About Me forms

Preference questionnaire

'Quality First' inclusive teaching (universal level of provision on the Provision Map) is clearly demonstrated in our school and there are expectations that all staff will deliver this. Regular testing and teacher assessments, (along with additional testing if appropriate), form the backbone of decisions made.

### **What arrangements are made for assessing and reviewing children's progress towards outcomes and what opportunities are available to work with parents and children as part of this assessment and review?**

Pupils' progress is constantly monitored through year team discussions and termly assessments in reading, writing and maths. The class teacher's continuous assessments, predictions and reports make up the evidence for pupil tracking each term. These highlight pupils who are working at a level below that which is expected for pupils of their age. It can also pinpoint pupils who are showing slow or little progress

in specific areas. At Ravenscote we have introduced a system which clearly tracks progress and alerts teachers to difficulties.

Additional specific testing is used where more information is felt to be necessary. These tests are conducted by the Inclusion AHT or outside agencies. Where outside agencies input is felt necessary (eg Behaviour Support, Learning and Language Support, Occupational Therapy), parents/carers are fully involved and permission is sought.

We regularly share progress data with our children and their parents/carers. Teachers meet with parents and carers at least termly and more frequently when there is a cause for concern. Children are also invited to these meetings. There is consistently high level of parental support through parent evening appointments.

Progress following interventions is monitored in a timely manner. Progress compared to baseline scores is used to determine next steps in support if it is felt to be necessary. In particular this year, we have continued to see the impact of reading support including the Read Write Inc programme, ELSA work and the introduction of a nurture group.

### **What are the arrangements for supporting children in moving between phases of education?**

Full and thorough transition meetings are held between our Year 3 staff and infant feeder schools, similarly our Year 6 staff and secondary school destinations. During these meetings we share an overview of our learners who have SEND. 'What works well' is shared so that transition to the next phase is made as smoothly as possible. Visits to local schools are encouraged and children attend induction days. Transition work as part of 'universal provision' takes place as part of the PSHE curriculum. Where we feel it would be beneficial for vulnerable children to receive additional support with transition, we arrange additional visits to their new schools (into Year 3 and out to Year 7), prior to the main induction day. When parents/carers have additional concerns regarding transfer, they are encouraged to contact the class teacher or Inclusion AHT early on during Year 6.

When children join us after the usual Year 3 intake, for whatever reason, we arrange preparatory visits if necessary, ensure that buddies are identified and promptly assess if support is needed. Where possible, we liaise with previous schools.

This year, 13 anxious children were given additional support to join us smoothly in Year 3, and similarly 9 children were given additional support moving onto secondary school.

### **What is our approach to teaching children with SEND?**

We adopt a graduated approach to meeting needs through quality first teaching which is available to all children, regardless of any personal difficulty. Our teaching staff

make reasonable adjustments to help include all children. We are concerned with the whole child, we see that achievement and mental well-being go hand in hand. We are conscious that support for emotional health is equally important when enabling children to achieve well and become confident pupils.

As with last year, we have increased the time and resources spent on supporting children with emotional needs. This has had a positive impact, not only for the child but for the family too. We have 2 trained ELSAs who support a range of children across each school day and run a friendly group and Friends for life programme.

### **How are adaptations made to the curriculum and the learning environment of children with SEND?**

The staff make a conscious decision to make reasonable adjustments to include and support all learners. Differentiation is embedded in our curriculum and daily teaching practice. This may take the form of different work being set, additional resources being provided or specific training being given to staff. This year, we have purchased Clicker 7 which is a computer resource aimed at supporting children in a range of subjects including English.

Our Accessibility Plan is robust and we are fully aware of our obligations to support adults and children with disabilities. We value and respect diversity in our school and do our very best to meet the needs of all of our learners, always focusing on strengths and developing confidence. We are committed to making reasonable adjustments where possible.

We have 2 toilets for the disabled, and ramped access to Years 4, 5 and one classroom in Year 6. The playground can be accessed via a slope but the school is built on a sloping site and this does present us with some challenges.

### **What expertise and training do staff possess and how is specialist expertise secured?**

Our staff receive regular training and all our teachers hold qualified teacher status. We have a number of established relationships with professionals in health, education and social care and these are recorded on our provision map. The specialists we work with also provide training for our staff on key areas for example autism and trauma. All external partners we work with are vetted in terms of safeguarding and we monitor their impact with interventions that may take place.

Our Inclusion AHT is a qualified and experienced teacher with 10 years' experience and she has also gained the NASENCO award. We regularly invest time and money in training our staff to improve 'universal provision' delivery and to enhance skills and strategies to children with additional needs through interventions indicated on our Provision Map. Our teaching staff are regularly updated on SEND matters. Our LSA support team meet regularly with the Inclusion AHT to update skills and share good practice. Where necessary, training is offered throughout the school year. We make

good use of services offered by outreach teams and other local organisations. Teachers are confident to ask for support as and when they feel it is needed.

Whilst all teachers and support staff are competent in supporting all the children in their class we have maintained a high degree of training to offer guidance in many SEND areas, this last year including;

Behaviour management

Positive Touch

Read Write Inc

Hearing and visual impairments

ELSA (emotional literacy support)

Attachment difficulties

Friends for Life programme

We aim to ensure that all staff working with children with SEND possess a working knowledge of specific difficulties in order to enable access to the curriculum. However, we are mindful that we are not experts in every field and readily welcome new training and refresher training.

Following our plan, do review cycle when we require further support, we regularly enlist the support of the Learning and Language Support Service, Behaviour Support, Educational Psychology etc. The specialist support opportunities have become more restricted by time allocation constraints and cost – this has increased the need for greater staff confidence from training.

### **How do you evaluate the effectiveness of the provisions made for children with SEND?**

We review the needs of the children within the school and endeavour to put in place provisions in order to cater for these needs. These provisions (detailed in our provision map), may include the use of a variety of strategies in class, the provision of different resources or intervention groups, addressing specific training needs for staff and adjustments to the environment. The Inclusion AHT carries out regular monitoring walks to include reviewing how provisions are delivered and help maintain high levels of impact.

Detailed reviews of all interventions take place. Decisions are made as to whether specific interventions are proving to be effective in terms of time and finance. Our finances are monitored efficiently and we make full use of resources to ensure value for money, this is especially necessary in challenging financial times. Annual adjustments to our range of interventions are made dependent upon the changing needs of the children and each new cohort of children.



This year we have maintained the range of interventions found in our provision map. Currently we have a greater need for support in maths and reading comprehension – this is being alleviated with extra maths sets in Year 6, intervention sessions, focused targets and specific comprehension tasks to build deductive skills. We have also maintained a greater level of support for children with emotional needs – over the course of the year supporting over 70 children, schoolwide.

### **How are children with SEND enabled to engage in activities outside the classroom, including school trips?**

Our inclusive ethos promotes involvement for all our learners in all aspects of the curriculum including activities outside the classroom. Where concerns of safety and access are anticipated, further action is taken to enable involvement by all children. If appropriate, parents and carers are consulted. Where necessary, risk assessments are undertaken and all staff made aware of individual adjustments made to accommodate specific children. For residential visits we actively engage with anxious parents to enable their children to participate as fully as possible.

Residential trips to Hooke Court in Year 4 and PGL in Year 6 are often attended by children who have very specific needs. Risk assessments are put in place and detailed plans are agreed to ensure that all children have a successful experience.

### **What measures are in place to improve emotional and social development?**

We have a zero tolerance approach to bullying. We robustly challenge negative behaviour and respond promptly to deal with any issue that is drawn to our attention. Our PSHE programme focuses on developing well-rounded young people through emotional and social development. The school employs two ELSAs (Emotional Literacy Support Assistant) who are available to support appropriate children, whether or not they also have special educational needs. All children in the school have a key adult, who they can speak to with any worries or concerns. Children also have access to familiar staff who they can confide in, or use of a worry box if they prefer. Children are able to work collaboratively through the school council and raise issues that concern them. Relevant staff are trained to support medical needs and in some cases all staff receive training. We regularly monitor attendance and take necessary actions to tackle prolonged absence. Parents are encouraged to contact the class teacher, AHT, Inclusion AHT or Head Teacher if they feel their child's well-being is at risk, for whatever reason.

### **How does the school involve other bodies, including health and social care, local authority support services and voluntary organisations, in meeting the needs of children with SEND and their families?**

As a school we are concerned about the overall development of our children, which, on occasions, may necessitate seeking advice from outside the school setting.

Sometimes these organisations are able to give us general advice which helps us support a type of difficulty experienced by a group of anonymous children. At other times we may wish to seek advice about how to support a specific child. In these cases, we would always gain consent from the parent/carer first.

We have a particular duty of care towards Looked After Children (Children in Care). We ensure that these children receive immediate and appropriate support to settle in and make strides with their learning. Our designated teacher (Miss Natasha Solway [nsolway@ravenscote.surrey.sch.uk](mailto:nsolway@ravenscote.surrey.sch.uk)) meets with social services and the Virtual School to ensure that the child's wider needs are met. A personal education plan is produced termly to help the child develop holistically.

### **What are the arrangements for handling complaints from parents/carers of children with SEND about the provision made at the school?**

The Inclusion AHT at Ravenscote is Miss Natasha Solway, she can be contacted on 01276 709007 or [nsolway@ravenscote.surrey.sch.uk](mailto:nsolway@ravenscote.surrey.sch.uk)

In the first instance, if a parent/carer has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the Inclusion AHT may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. If a resolution has not been reached, the headteacher can be contacted – [head@ravenscote.surrey.sch.uk](mailto:head@ravenscote.surrey.sch.uk)

A copy of the school's complaints procedure can be found on the Ravenscote website. This will outline the formal steps the school will take in handling a complaint.

Further information on Surrey support can be found at <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page/> Parents can seek external support through the SEND Advice service [SENDAdvice@surreycc.gov.uk](mailto:SENDAdvice@surreycc.gov.uk) or helpline 01737 737300.