Ravenscote Junior School SEND Information Report

This SEN Information Report was last updated: September 2026

Next review date: September 2027

1	**How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**	• Some children start Ravenscote Junior School with already identified special educational needs. If this is the case appropriate support and interventions are put in place as soon as practically possible. In some cases, a child's special educational need may not become apparent until after their transition and in some cases well into their school journey. We use a variety of methods to identify additional needs and celebrate achievement. • At Ravenscote Junior School we have rigorous monitoring in place that tracks the progress and achievements of all of our children across the curriculum. • We use and compare data and other forms of assessment to identify additional needs and celebrate achievement. • If a teacher has any concerns about the progress a child is making in any aspect of their development despite high quality, targeted teaching they discuss their concerns with the Inclusion Assistant Headteacher who may carry out further observations and assessments or request support from outside agencies. • All teachers at Ravenscote Junior School have a pupil progress meeting each term with the Head of Year and Inclusion Assistant Headteacher whereby, the progress of all children is discussed and evaluated. This is another way that a child may be identified as not making as much progress as expected and may need additional support. • All children have appropriate termly assessments to monitor and track progress. • All staff at Ravenscote Junior School are vigilant in both supporting and raising concerns. There are clear procedures for identifying concerns and clear SEND monitoring in place. • Parents/carers are encouraged to speak to the class teacher about any concerns they may have. We have in-house specialist expertise in a number of areas of special educational needs and this is recorded on our provision map.
2	**How will school staff support my child?**	• Our SENCO (Special Educational Needs Coordinator) is Miss Porta-Rios, who is also our Inclusion Assistant Headteacher. She oversees all SEND provision and works closely with staff, parents and external agencies to ensure every child receives the support they need. • Ravenscote Junior School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with:

		Cognition and Learning Communication and Interaction Social, Emotional and Mental Health Sensory and /or Physical Needs • The Senior Leadership Team and Governors at Ravenscote Junior School play an active role in monitoring the quality of our special educational needs provision. • Ravenscote Junior School has access to a number of Surrey professionals including link Educational Psychologists, occupational therapists, speech and language therapists, early help school advisors (EHSA's), Freemantles outreach team and Surrey teachers for inclusive practice (STIPS). • Planning meetings are held with outside professionals on a termly basis, referrals made are monitored, targets set and reviewed. • The Inclusion Assistant Headteacher attends regular Surrey network meetings to ensure latest updates are in place and any concerns shared. • All interventions we put in place are research informed and evidence based and are measured to monitor their impact against expected rates of progress. All staff involved with each child contributes to their inclusion targets and termly reviews. • All additional support programmes are overseen by the Inclusion AHT and all our teachers take responsibility for supporting all children within their class, regardless of ability.
3	**How will the curriculum be matched to my child's needs?**	• At Ravenscote Junior School, we have a broad and balanced, Connected Curriculum which incorporates skills, learning behaviours and key knowledge. • We adopt a graduated approach to meeting needs through high quality teaching which is available to all children, regardless of any personal difficulty. • Adaptations are embedded in our Connected Curriculum and practice. • Learning at Ravenscote Junior School is personalised and 'Pupil Progress Meetings' ensure this is monitored and next steps are reflected upon. Pupil Progress Meetings also ensure early intervention is put in place for any child who is not making expected progress. • The Connected Curriculum at Ravenscote Junior School has a clear structure for each subject and knowledge is built upon year on year. • The Connected Curriculum ensures all children, especially those with additional needs, benefit from regular retrieval and from connections being made between all areas of the curriculum as well as previous learning.

		• All teachers are clear of the expectations of high-quality classroom teaching and this is monitored regularly by the Senior Leadership Team through lesson observations and learning walks. • Where appropriate, additional resources and technology are included in daily teaching. Specialist recommendations are also followed to ensure the curriculum is accessible for all pupils. • All children are encouraged to take part in our wide range of co-curricular clubs and activities, both within the school day and outside it. Children with certain needs are invited to join appropriate provision, eg lunchtime club or a club to encourage physical activity. • Our Equality Policy and Objectives, reflecting the Single Equality Act 2010, clearly show our commitment to ensuring that every child can benefit from our whole curriculum. Our curriculum resources include examples of people with disabilities.
4	**How will I know how my child is doing and how will you help me to support my child's learning?**	• At Ravenscote Junior School we offer an open-door policy and welcome parents/carers to contact their class teacher at any time if they have any concerns. • Children on the Inclusion Register at Ravenscote Junior School, have inclusion targets which are reviewed and shared with parents/carers on a termly basis. • Senior Leadership, Family Link Worker and Class Teachers can offer advice and practical ways that you can help support your child at home or perhaps signpost you in the direction of other services. • Each half term the Family Link Worker and Safeguarding Assistant Headteacher offer parents/carers the opportunity to join a coffee morning discussing various topics and ways to support children's learning. • If your child as an EHCP, you are likely to be involved in multi professional meetings, and have regular contact with the Inclusion Assistant Headteacher. As well as have an Annual Review Meeting to discuss the outcomes on your child's EHCP and review the progress your child has made towards their targets, plan next steps and evaluate the provision school has provided. • At Ravenscote Junior School we have a number of opportunities where parents and carers can meet with staff to discuss progress including termly parents' consultation evenings. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. • Teachers meet with parents and carers more frequently when there is a cause for concern. • All of the above is also reinforced by generic updates on the curriculum shared though our newsletter, website and Instagram page. • All children have a yearly written progress report, which is written and distributed at the end of the summer term.

		• We believe in supporting the development of parenting skills and as such, work in collaboration with other agencies and signpost parents where possible, via our newsletter and Family Link Worker.
5	**What support will there be for my child's overall well-being?**	• The well-being of every child is a key priority at Ravenscote Junior School and in July 2022 Ravenscote was awarded the national Wellbeing Award for Schools. We are committed to promoting an awareness of mental health and wellbeing for all of our school community: our children, our staff and our families. We understand wellbeing as a state of being comfortable, healthy and happy, and in which a person is able to thrive – but we also recognise that uncomfortable emotions help us learn and grow. We strive to create an environment which has a whole school approach to providing excellent support for all individuals, as well as interventions where necessary, and to increase everyone's knowledge and understanding of their own, and others', mental health and wellbeing. • All our staff are trained to provide a high standard of pastoral support. • The Safeguarding Assistant Headteacher is the Designated Safeguarding Lead and members of Senior Leadership are Deputy Designated Safeguarding Leads. • All staff regularly receive safeguarding training. • At Ravenscote Junior School, we have 12 trained Mental Health First Aiders, including the Inclusion Assistant Headteacher. • We are concerned with the whole child, we see that achievement and mental well-being go hand in hand. • We have a full-time Family Link Worker who works closely with families to ensure all children's overall well-being is a priority. • Our Policy "Supporting Children with Medical Conditions" sets out our approach for any child with more severe medical needs, and if necessary a medical plan is drawn up in collaboration with parents. The school also has a policy regarding the administration and managing of medicines on the school site. Parents need to complete a form if medication is recommended by health professionals during the day. • At Ravenscote Junior School, we have a clear and focussed positive behaviour policy. We also emphasise six values - respect, honesty, excellence, teamwork, responsibility and happiness. • Within our Connected Curriculum children are taught social and emotional aspects of learning; about healthy relationships, and about how to stay safe and healthy in person as well as how to be safe online. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We have access to Surrey Inclusion Officers. • We are aware of children who are Young Carers and make referrals to Surrey Young Carers to support their life at home and school. We are starting the process of gaining Surrey Young Carers 'Angel Award'.

		• School accesses targeted mental health services and consultations with the Inclusion AHT and staff support wellbeing concerns. • A Ravenscote Junior School we have 4 trained emotional literacy support assistants (ELSA). The Inclusion AHT and staff identify individuals who would benefit from support and an appropriate plan is shared with parents and targets are set. • The learners voice is central to our ethos and is encouraged in a variety of ways including a School Council, Wellbeing Ambassadors, Eco Ambassadors and Prefects. • Every child in the school has a named Well Being Adult, who they can meet with at any given time to discuss concerns they may have.
6	**What specialist services and expertise are available at or accessed by the school?**	• At Ravenscote Junior School, our staff receive regular training and our teachers all hold qualified teacher status. • We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. These professionals include link Educational Psychologists, occupational therapists, speech and language therapists, outreach services, teachers for the hearing and visually impaired and Surrey teachers for inclusive practice (STIPS). • We have good relationships with the other schools in our academy and share expertise with them via the SENDCO Networks. • All external partners we work with are vetted in terms of safeguarding. These professionals include link Educational Psychologists, occupational therapists, speech and language therapists and Surrey teachers for inclusive practice (STIPS). • When buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. • Many of our staff are trained to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge. • If there is a language barrier we seek support from REMA (Race Equality and Minority Achievement) for translation services. • At Ravenscote Junior School, we seek advice and support from a range of specialists including Surrey Young Carers, Surrey Heath Family Centre and Mindworks School Based Need Team.
7	**What training are the staff supporting children and young people with SEND had or are having?**	• Our Inclusion Assistant Headteacher has completed the mandatory National SENDCo Award and is a highly qualified teacher, with over 15 years' experience. • We regularly invest time and money in training our staff to improve High Quality Teaching delivery and enhance their skills and knowledge of special educational needs.

		• We build special educational needs into our strategic training programme and the Inclusion AHT ensures that staff are updated on all matters relating to SEN and Disability when required • All staff are updated on matters pertaining to special educational needs and disability, including precision teaching, colourful semantics, mental health and wellbeing. • Our LSA support team meet regularly with the Inclusion AHT to update skills and share good practice. • Staff meetings are used to share good practice and develop staff confidence in specific areas of special educational needs for example autism, communication and interaction and specific interventions. As well as using the expertise of outside agencies such as our specialist teachers. • Members of the support staff team are trained to deliver Drawing and Talking, Therapeutic Story Writing and ELSA. • We have two specialist early reading teachers at Ravenscote Junior School, and have invested in training all members of staff in proven research based interventions including Read, Write, Inc and Crisis Prevention Intervention.
8	**How will my child be included in activities outside the classroom including school trips?**	• Our inclusion policy promotes involvement for all our learners in all aspects of the curriculum including activities outside the classroom. • Safety and access are our priority and further thought and consideration are put in place to ensure any additional needs are met. • All our children, including those with a disability are encouraged to participate in all trips including the residential ones and the school makes appropriate adaptations. • Where applicable, we consult and involve parents/carers in planning activities and trips. • Comprehensive risk assessments are carried out for all trips and are overseen by the Headteacher/Deputy Head/Safeguarding Assistant Headteacher. All trips have a high ratio of adults to children. For some children with additional needs, such as anxiety or autism, additional preparation is put in place such as social stories, visual timetables etc to reduce anxiety and ensure they are fully prepared for the visit. • Our practices are in keeping with the Equality Act 2010.
9	**How accessible is the school environment?**	• Our accessibility policy is robust and we are fully aware of our obligations to support adults and children with disabilities. We seek the advice of external professionals when necessary. • We value and respect diversity in our school and do our very best to meet the needs of all of our learners. • We are vigilant in making reasonable adjustments where possible.

		• We have two 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. • Our policy and practice adheres to 'The Equality Act 2010'.
10	**How will the school prepare and support my child young person to join the school, or transfer to a new school?**	• We have robust induction and transition programmes in place for welcoming new children to Ravenscote Junior School. • Bespoke programmes are developed for our children with Special Educational Needs or those with a disability. • We liaise fully with our feeder schools and follow on secondary schools. • Our Inclusion Assistant Headteacher visits our feeder infant schools in the summer term to discuss children with special needs who will be joining us in September, and any special arrangements that might be necessary. Visits are also arranged to meet any children with complex needs on the SEND Register in their infant school setting. • If Inclusion AHT discussions with feeder schools suggest an unusually high number of children with special needs, or individual children who are likely to require support, these summer visits enable us to plan for any necessary additional staffing. • Some children may require additional support, and further visits and strategies are put in place to support the child and make transition easier e.g. additional visits, photos, transition books. • Additional visits are arranged for more vulnerable children, photos and social stories are made, and additional transition group work sessions are planned and implemented where necessary. • We liaise closely with all staff and ensure all the necessary paperwork and information is transferred and needs are discussed and fully understood. • For some children who have anxiety, behaviour challenges or other difficulties, such as autism, additional transition work is also put in place when moving to a different year group within school. • For Year 6 children moving to secondary school, we work closely with receiving schools to ensure a smooth transition. This includes: ○ Sharing detailed information about your child's needs and the support that has worked well ○ Arranging additional visits to secondary schools where needed ○ Inviting secondary school SENCOs to annual reviews for children with EHCPs ○ Creating transition books or social stories for children who need additional support ○ Ensuring all relevant paperwork and strategies are passed on to the new school
11	**How are the school's resources allocated and**	• Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.

	matched to children's special educational needs?	• We seek to ensure value for money service, so all interventions are costed and evaluated using individual provision maps for high needs children and children with EHCPs (Education, Health and Care Plans). • The governors are involved with the Headteacher and the school business manager in working out budgets. • Children who are eligible for pupil premium funding may receive additional support. We carefully track the progress of pupil premium children, including those with SEND, to ensure the funding is used effectively to close any gaps in attainment.
12	**How is the decision made about what type and how much support my child will receive?**	• High quality inclusive teaching practice 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. Should additional support be required, this is undertaken after consultation with the relevant staff, child and parent/carer. • Research based intervention programmes may be used, these include small group work, additional resources or 1:1 work. Support may be felt appropriate for academic progress and also to strengthen social skills. All interventions are monitored for impact, and outcomes are clearly defined at the start of the intervention. • The Inclusion AHT oversees all additional support and regularly shares updates with the governing body. • The type and amount of additional support a child may receive depends entirely on their needs. Some children may just require a short burst of intervention and be on the Inclusion Register for a relatively short period of time whereas others may require support throughout their time at school. • For a small number of children with more complex or significant needs, we may discuss with you whether to apply for an Education, Health and Care Plan (EHCP). This is a legal document that sets out your child's needs and the support they require. We will only apply for an EHCP after we have tried a range of interventions and support, and with your full involvement throughout the process.
13	**How are parents involved in the school? How can I be involved?**	• We believe in working in partnership with parents/carers and regularly involve parents and carers in discussions about their child's learning, needs and aspirations. • We value highly the contribution that all family members can make towards a child's learning. We have an open-door policy and wherever possible staff liaise with parents and carers to ensure the best outcomes for learners. • We have a very active and successful Parent Teacher Association which encourages parents to be involved in every aspect of school life.

		• We welcome parent helpers, subject to DBS clearance. On a voluntary basis these roles include helping out with hearing readers in school. • Parents are invited to attend school/class assemblies and plays as well as parent/teacher consultations. • Our Board of Trustees includes parent trustees who are fully involved in setting the strategic direction of our school. • Regular newsletters keep parents and carers up to date with what is happening in school.
14	**Who can I contact for further information?** **What are the arrangements for handling complaints from parents/carers of children with SEND about the provision made at the school?**	• In the first instance parents and carers are encouraged to speak to the class teacher. Depending on the support being required, they may contact the school office where they will be directed to the most appropriate member of staff. • Appointments to speak with our Inclusion Assistant Headteacher, Miss Porta-Rios can be made through the school office. • If you are a prospective parent of a child with additional needs and are considering whether your child should join our school you can contact our school office and speak to a member of our school admin team who can book you onto one of our prospective parent tours and make arrangements for you to meet with our Inclusion Assistant Headteacher to discuss the needs of your child. • 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.

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;

- Single Equality Policy
- Child Protection and Safeguarding Policy
- Positive Behaviour Policy
- PSHE (including RSHE) Policy
- Anti-Bullying Policy
- Accessibility Policy
- Complaints Procedure Policy

Further information on Surrey support can be found at https://www.surreylocaloffer.org.uk/ Parents can seek external support through the SEND Advice service https://sendadvicesurrey.org.uk/ or helpline 01737 737300.