



Ravensmead Primary School
SEND Information Report

Roles & Responsibilities of the Special Needs Co-ordinator (SENCO).

Our SENCo, Mrs Melanie Goodall is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. She liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEN matters, please do not hesitate to contact me.

The Local Offer will provide information about:	Our setting will:
<p><i>How does Ravensmead Primary School know if children need extra help?</i></p>	<p>We know when pupils need help if:</p> <ul style="list-style-type: none"> ❖ Concerns are raised by parents/carers, teachers or the child ❖ limited progress is being made, which is highlighted through our assessments during assessment week. ❖ Following the assessment week concerns are raised during Pupil Progress meetings ❖ There is a change in the pupil's behaviour or progress <p>In the SEN Code of Practice, 2014 it outlines the 4 main areas of need;</p> <ul style="list-style-type: none"> • Cognition & Learning • Communication & Interaction • Social, emotional and mental health difficulties • Sensory and/or physical needs.
<p><i>What should I do if I think my child may have special educational needs?</i></p>	<ul style="list-style-type: none"> ❖ The class teacher is the initial point of contact for responding to parental concerns ❖ If you have further concerns then contact Mrs Goodall, who is the Senco.

The Local Offer will provide information about:	Our setting will:
<p><i>How will I know how Ravensmead Primary School will support my child?</i></p>	<ul style="list-style-type: none"> ❖ Each child's learning journey will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. ❖ If a pupil has needs related to more specific areas of their learning, such as Mathematics, English, Spelling Skills, then the pupil may be placed in a small focussed group. This will be overseen by a class teacher or a teaching assistant. ❖ If progress of a child is raised by a member of staff, then a monitoring process will take place, where an Assess, Plan, Do, Review form will be completed. This allows interventions to be planned; using baseline information for a set period of time when it will be reviewed. If this shows that the child needs further intervention then the child, with parents' consent will be placed on the SEND provision map. Further interventions will be planned with targets set on a Learning passport. ❖ The length of time of the intervention will vary according to need. The interventions will be reviewed regularly by all involved to ascertain the effectiveness of the provision and to inform future planning. ❖ These interventions will be recorded on the school provision map (this is a record of the interventions, timings, and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo. ❖ Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team 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. ❖ Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist, Senss advisor, Occupational therapist etc. A referral will be made, with your consent

	<p>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.</p> <ul style="list-style-type: none"> ❖ The Governors of Ravensmead Primary School are responsible for entrusting a named person, Mr David Bell to monitor Safeguarding and Child protection procedures. He 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 challenging 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.
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<p>The Local Offer will provide information about:</p>	
<p><i>How will the curriculum be matched to my child's needs?</i></p>	<ul style="list-style-type: none"> ❖ When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. ❖ Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focussed group to target more specific needs. ❖ If a child has been identified as having a special need, they will be given a Learning passport. Targets will be set according to their area of need. These will be monitored by the class teacher and by the SENCO at least three times per year. Learning passports will be discussed with parents at Parents' Evenings and a copy given to them. ❖ During the process of target setting in the Learning passport a discussion will also be held with the pupil, so that they can understand and take ownership of their need in learning. Both parents and pupils comment on the Learning passport alongside the class teacher.

	<ul style="list-style-type: none"> ❖ If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors
<i>How will I know how my child is doing?</i>	<ul style="list-style-type: none"> ❖ You will be able to discuss your child's progress at Parents' Evenings. ❖ Your child's class teacher will be available, as we have an open door policy at Ravensmead, if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office. There is an opportunity to speak to teachers prior to staff meetings on a Wednesday evening straight after school at 3.15pm for Foundation Stage/KS1 and 3.20pm for KS2.

The Local Offer will provide information about:	Our setting will:
<i>How will you help me to support my child's learning?</i>	<ul style="list-style-type: none"> ❖ The class teacher may suggest ways of how you can support your child. Mrs Goodall can meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs. ❖ If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.
<i>What support will there be for my child's overall well-being?</i>	<ul style="list-style-type: none"> ❖ The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include: members of staff such as the class teacher, teaching assistant, Learning mentors and the SENCO are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out. ❖ The Friendship Zone is available for those who find lunchtimes a challenge. It has been created as a safe space for children who need emotional and social support. Children can access this from 12.45pm

	<p>until 1.10pm.</p> <ul style="list-style-type: none"> ❖ <u>Pupils with medical needs</u> <p>If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff members, who are involved with the pupil. Staff members receive epipen training delivered by the school nurse. Where necessary and in agreement with parents/carers medicines, prescribed by a doctor, are administered in school. A signed Medicine consent form is in place to ensure the safety of both child and staff member. There is designated staff members, who are first aid trained.</p>
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The Local Offer will provide information about:	Our setting will:
<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<ul style="list-style-type: none"> ❖ At times it may be necessary to consult with outside agencies to receive their specialised expertise. ❖ The agencies used by the school include: <ul style="list-style-type: none"> Senss advisor, Autism Outreach Team, Behaviour support Team, Child Protection Advisors, Educational Psychologist, CAMHS (Child & Adolescent Mental Health Service), AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers), PDSS (Physical & Sensory Service) to support pupils with hearing/visual Impairment, Inclusion Team, Social Services, Speech & Language therapists (in school therapist) & support from the NHS service. Occupational Therapists, School Nurse

	<p>Staffordshire SEND Family Partnership Parent support worker. Staffordshire SPA for Special Educational Needs.</p> <ul style="list-style-type: none"> ❖ An Educational Psychologist and Senss advisor is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned at the School Review at the beginning of the academic year. The aim of this meeting is to gain an understanding of and try to resolve pupil's difficulties In order to help understand the pupil's educational needs better, the Educational Psychologist or Senss advisor will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward. ❖ At Ravensmead we have a Speech therapist,Liz Parkes from "Talk Matters" working in school for one day a week. If teachers or parents have any concerns about a child with regards to speech and language difficulties they can be referred to the speech therapist through our SENCO, Mrs Goodall. Children then access sessions with a TA to support, over a period of weeks, and parents are invited in periodically to sessions so that they can support the work at home.
<p><i>What training are the staff supporting children and young people with SEND had or are having?</i></p>	<ul style="list-style-type: none"> ❖ Different members of staff have received training related to SEND. These have included sessions on: How to support pupils on the autistic spectrum, How to support pupils with social and emotional needs, How to support pupils with speech and language difficulties, How to support pupils with physical and co-ordination needs. How to support children with a visual or hearing impairment. ❖ Training is an ongoing process at Ravensmead and staff are trained

	appropriately to meet the varying needs of the children at our school.
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The Local Offer will provide information about:	Our setting will:
<i>How will my child be included in activities outside the classroom including school trips?</i>	<ul style="list-style-type: none"> ❖ Activities and school trips are available to all. 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.
<i>How accessible is the school environment?</i>	<ul style="list-style-type: none"> ❖ As a school we are happy to discuss individual access requirements. We do have a disabled toilet which is accessible by the hall. However, it would be the local authority's responsibility to adapt the school, as there are three different levels to the school with no accessible ramps at this time.

The Local Offer will provide information about:	Our setting will:
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<p><i>How will the school prepare and support my child when joining Ravensmead Primary School or transferring to a new school?</i></p>	<ul style="list-style-type: none"> ❖ Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include: Discussions between the previous or receiving schools prior to the pupil joining/leaving. All pupils attend a Transition session where they spend some time with their new class teacher. Additional visits are also arranged for pupils who need extra time in their new school. Mrs Goodall is always willing to meet parents/carers prior to their child joining the school. ❖ During the summer term the Nursery children have 5 weeks of transition where they visit the Reception classes twice a week. ❖ "Move up" day takes place in the summer term, where all children will visit their new class teacher. Extra visits will be put in place for children who need a more detailed transition due to their individual needs. ❖ Secondary school staff visit to discuss the pupils with the Year 6 teachers. Mrs Goodall will liaise with the SENCOs from the secondary schools to pass on information regarding SEND pupils. Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Goodall, the secondary school SENCO, the parents/carers and where appropriate the pupil.
<p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p>	<ul style="list-style-type: none"> ❖ The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant 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. ❖ Resources may include deployment of staff depending on individual circumstances. ❖ Additional funding, AEN may be applied for if individual children meet the set criteria. However, the first 10hrs allocated need is met by the school initially any additional above that then can be allocated as additional support time.

The Local Offer will provide information about:	Our setting will:
<i>How is the decision made about how much support my child will receive?</i>	<ul style="list-style-type: none"> ❖ These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. 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.
<i>How will I be involved in discussions about and planning my child's education?</i>	<ul style="list-style-type: none"> ❖ All parents are encouraged to contribute to their child's learning journey. This may be through: discussions with the class teacher during parent's evenings, during discussions with Mrs Goodall or other professionals. ❖ Parents are encouraged to comment on their child's Learning passport with possible suggestions that could be incorporated.
<i>Who can I contact for further information?</i>	<ul style="list-style-type: none"> ❖ If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCO, Mrs Goodall. ❖ If you are not happy with provision that is being provided for your child, Ravensmead does have a complaints procedure to follow. In the first instance please contact the school office to arrange a meeting with the SENCO Mrs Goodall. ❖ More information about the local offer can be found on the following link for the Staffordshire emarket place. http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/home.page

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

Glossary

AEN - Additional Educational Needs

AEN funding - additional funding applied for if a child requires more than £6000/10hrs support

AOT - Autism Outreach Team

DFE - Department for Education

EPS - Educational Psychology Service

FSM - Free School Meal

IEP - Individual Education Plan

Intervention - An intervention can be a programme of work that will help support the child with their learning difficulty. This could be in a small group or one to one. An intervention could be support for their behaviour and social skills, given by a member of the teaching staff.

LA - Local Authority

Pastoral Support - is a school based and coordinated intervention to help individual pupils to improve their social, emotional and behavioural skills. The support can be given by an allocated member of teaching/ support staff or one of our Learning Mentors.

PDSS - Physical Disability Support Service

SENCO - Special Educational Needs Co-ordinator

SEND - Special Educational Needs and/or Disability

SENS LS - Special Education Support Service - Learning support

SENSS BS - Special Education Support Service - Behaviour support