

School Offer / SEND Information Report

Ravenscroft Community Primary

Children and Families Bill 2013

The Children and Families Bill underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. Now known as SEND.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

ADMISSIONS - STATEMENTS OF SPECIAL EDUCATIONAL NEED/EHC PLANS

Where a pupil has a Statement of Special Educational Need or an EHC Plan and the Authority have named a particular school as provision, the child must normally be admitted. Where such pupils are known about at the time of the annual allocation procedures for community schools, they will be placed within the admission number, with priority over all others.

As part of the SEND reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and or a disability and are supported by

the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines our School Offer and the SEND Information required as stated in the SEND Code of Practice.

Glossary of terms;

ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
PPP	Personal Provision Plan
EHCP	Education Health Care Plan
INCO	Inclusion Co-ordinator - organises and monitors provision for children with additional needs, which includes SEN, English as additional language and child protection.
QFT	Quality First Teaching - an excellent standard of teaching, enabling all pupils to make progress.
SSEN	Statement of Special Educational Need
CA	Class Action
SALT	Speech and Language Therapy/Therapist
SEN Action	SEN Action
SEND	Special Educational Needs and Disability
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs.
SENCO	Special Educational Needs Co-ordinator- organises and monitors provision for children with special educational needs.
EHA	Early Help Assessment
TA	Teaching Assistant

We have set out our School Offer / SEND Information Report through a series of questions through which you can get more information.

1. How does the school know if my child needs extra help?
<p>We carry out regular assessments and track your child's progress throughout the year. If your child is identified as not making expected progress the school will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> • Listen to any concerns you may have too. • Plan any additional support your child may receive

- Discuss with you any referrals to outside professionals to support your child's learning that may support your child.

2. How can I let the school know that I am concerned about any area of my child's development?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Headteacher.
- If you are still not happy you can speak to the school SEND Governor.

3. How will teaching be matched to my child's needs?

We use a graduated approach to meeting an individual child's needs.

- For the majority of children quality first classroom teaching will fulfil their learning needs. Some children may require the curriculum to be slightly adapted or differentiated for the individual to access the curriculum in order to make progress. They will not be on the SEND register.
- Some children may require small group intervention from a member of the support team to bridge a learning gap or to develop strategies to overcome a particular need. They may also access some support from a TA in lessons. Teachers will differentiate the curriculum on a regular basis as a usual way of working. These students will be identified on the register as SEN Support.
- For a few students with more complex needs they may require more intensive and long term support in order to thrive at school. These students may have an Educational, Health and Care Plan (EHCP) which will set out clearly what provision the student needs to achieve at school. These students are also monitored by the local educational authority SEND team (Knowsley Borough Council).

4. How will my child's progress be measured and how will I be informed?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term.
- You will be invited to a parent teacher consultation each term and will receive a written report at the end of the summer term.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels' or scales
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and these results are published nationally.
- Children at SEN Action will have a PPP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education and parents.

5. What support do you have for me as a parent to support my child?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO, Miss Willmitt, Learning Support Teacher or Class Teacher is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- PPP's will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school target diary may be used to support communication with you, when this has been agreed to be useful for you and your child.

6. What support will there be for my child's overall wellbeing?

Support we can provide in school may include:

- Child Counsellor
- Social skills and friendship groups
- Relax kids
- Robust positive behavior systems including rewards and sanctions.
- Referral to specialist services

Medicines can be administered in school with signed parental permission.

There are nominated first aiders in school and several members of staff have paediatric first aid qualifications.

If your child has significant medical needs you will need to speak to the SENCO/Inclusion manager to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.

The class teacher has responsibility for the overall well-being of every child in their class.

If you have any worries speak to the class teacher first.

If further support is needed the class-teacher will speak to the Inclusion Manager or SENCO.

7. What specialist service and expertise are available at or accessed by the setting to support my child?

School will seek the appropriate specialist service or expertise to support the school and families in meeting each child's needs. This will ensure a co-ordinated multiagency approach which is reviewed regularly with partner agencies. Below are some of the services we already engage with:

- Counsellor
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- SEND specialist support teacher (SpLD)
- ASC specialist teacher
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- School Nurse/School Health Team
- Paediatric Occupational Therapy

- Paediatric Physiotherapy
- C.A.M.H.s
- Inclusion Support Worker
- Family First
- EAL service
- Paediatric Continence Team
- Paediatrician
- Behaviour support/Access and Inclusion
- Stronger Families
- Children's Social Care

8. How accessible is Ravenscroft Community Primary School and how will my child be included?

- Our school building is on one level and is fully accessible to all.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- All extra-curricular activities are accessible for children with SEND.

9. How will the setting prepare my child for transitions on to the next stage of educational and life?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher and learning support teacher. All PPP's will be shared with the new teacher.

In Year 6:

The SENCO and class teacher will discuss the specific needs of your child with the SENCO of their chosen secondary school.

Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

10. How are parents/carers/families involved in the setting?

All parents/carers are actively encouraged to take part in the school community. This includes:

Welcome meetings
Induction meetings
Class assemblies
Parent review meetings
Coffee mornings
Parent training
Parent information meetings
Celebratory assemblies
Performance

11. Who can I contact for further information?

If you have any further questions or you wish to discuss any of these questions further please contact Miss Willmitt - SENCO or Miss Turner - Inclusion Manager and they will be happy to arrange a meeting with you.

Telephone - 0151 477 8290

E mail - ravenscroft.de@knowsley.gov.uk

Website - www.ravenscroftcp.co.uk

Also Knowsley Borough Council can also offer advice and support regarding SEND.

The Local Offer can be found on the Knowsley Council website

www.knowsley.gov.uk

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

This service offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email –

ravenscroft.de@knowsley.gov.uk