

SEND

SEND Information Report Sept 2018- 2019

School Offer / SEN Information Report – Ravenscroft Community Primary

In compliance with Section 69(2) of the Children and Families Act 2014 / regulations 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014

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.

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.

Part of the SEN 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 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 SEN Information required as stated in the SEN Code of Practice.

Glossary of terms;

- ASC – Autistic Spectrum Condition
- CAMHS – Child and Adolescent Mental Health Service
- EP – Educational Psychologist
- PPP – Personal Provision 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.
- EHCP – Educational Health Care Plan
- C S – Class Support
- S S – School Support
- SALT – Speech and Language Therapy/Therapist
- SEN – Special Educational Needs
- SEN – Code of Practice The legal document, which sets out the requirements for educating children with special educational needs.
- INCO/SENCO-Inclusion Manager/ Special Educational Needs Co-ordinator organizes and monitors provision for children with special educational needs.
- SENCO support – Special Educational Needs Co-ordinator support- organises provision for children with special educational needs.

We have set out our School Offer / SEN 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?

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:

-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 needs.

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 Inco or SENco support and after that if still concerned the Headteacher. If you are still not happy following this, you can speak to the school SEND Governor – Mr P Wiseman.

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 will 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 Y1 and above, but is not yet at National Curriculum expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. They are called 'P scales'. At the end of each key stage (i.e. at the end of Y2 and Y6) 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 school support 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.

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 INco, Mr Hughes or SENco support Miss Willmitt, 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 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 contact book 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:

- Sports Coach- Confidence building
- Social skills and friendship groups
- Relax kids
- Emotional First Aid including Counselling were needed
- Behaviour programmes including rewards and sanctions and pastoral support
- 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 support or 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.

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 every child's needs.

Below are some of the services we already engage with:

- Inclusion Service
- SAST
- Sports coach

- Emotional First Aid including Counselling were needed
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- SEN specialist teacher (spld)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- C.A.M.H.s
- Inclusion Support Worker
- Family First
- EAL service

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. Breakfast is accessible to all children including those with SEND.

All extra curricular activities are accessible for children with SEND.

We do not have the building facilities for a separately staffed Nurture class/room but LA can advise parents on schools which do .

8. How is the SEN budget used at Ravenscroft Community Primary?

Our SEN Budget is deployed in the following ways:

- Support Staff
- Commissioned external services
- Additional teaching resources

- Training
- Plus any other expenses

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- Children have received high quality first teaching and support in class and during intervention sessions
- Children have access to a wide range of resources to support their needs and allow them to access the school curriculum
- Access to specialist support and teaching
- Face to face confidential support and advice for parents/carers
- Referral to specialist services when required
- Expert advice on additional support services that can be accessed
- Regular meeting opportunities to discuss their child's strengths and area of need

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. All PPPs will be shared with the new teacher.

Transition days in school with new classes and teachers.

If your child would be helped by a book to support them understand moving on then it will be made for them.

In Y6:

The SENCO support will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their 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 are actively encouraged to take part in the school community. This includes:

- Class assemblies
- School Performances
- Links with Local Church St Andrews
- Volunteer Reading
- Welcome Wednesdays- EYFS Parents
- Parent training and workshops in connection with Knowsley Community College
- Parent information meetings run by the Headteacher and teachers
- News Letters by the children, head teacher and teachers
- Review meetings
- Annual Reports

11. Where can I find further information about admission arrangements for pupils with SEND and information regarding accessibility plan/policy?

Our school follows the LA admission guidance, please see admission section on the website for more information and contact details if needed. You will also find an access plan and policy on our website under the information tab, further policies of interest, may be found under the policy section.

12. 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 Mr Hughes or Miss G Willmitt – Inclusion manager, SENCo support and they will be happy to arrange a meeting with you.

Telephone – 0151 477 8290

E mail – ravenscroft@knowsley.gov.uk

Website – www.ravenscroftcpschool.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 – [Knowsley Local Offer](#)

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@knowsley.gov.uk.

Other useful sites are – www.knowsleyinfo.co.uk

[SEND policy 2018-19](#)

Accessibility Plan

This Accessibility Statement and Accessibility Plan comply with the Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.

An accessibility plan is a plan for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum,
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Equality Act 2010: Schedule 10, Paragraph 3

Access to Premises and Facilities

No pupil is ever prevented from physically accessing the location of any lesson at Ravenscroft Community Primary, even if this requires rewriting the school timetable. The school fulfils all duties under the Equality Act 2010. We are always happy to discuss the individual accessibility requirements of pupils, parents or any visitor to the school.

There is full wheelchair access to all parts of the building and surrounding.

Full access to education, school trips and physical education is provided for all children with any necessary adjustments being made so that all children are able to fully engage with all aspects of school life.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and

where this is the case the school will comply with its duties under the Equality Act 2010. The school has a policy for pupils with medical conditions.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Admission Arrangements for pupils with Special Educational Needs and Disabilities

No pupil will be refused admission to school on the basis of his Special Educational Needs or Disabilities. In line with the Equalities Act 2010, we will take all reasonable steps to provide effective educational provision.

[Accessibility Plan 2018-20](#)