

**Special Educational Needs and Disability Information Report
2024 – 2025**



Review Date: January 2025

Children and Families Act 2014

The Children and Families Act underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Act 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 SEND Information required as stated in the SEND Code of Practice (July 2014).

Key Information regarding the SEND Team and supporting professionals.

SENCo (Special Education Needs Co-Ordinator): Mrs Kirsty Lloyd

Mrs Lloyd is responsible for co-ordinating SEND provision across the school, from Nursery to Year 6.

INCo (Inclusion Co-ordinator): Mr Lee Hughes

Mr Hughes is responsible for inclusion at Ravenscroft. This may include behaviour and pupil premium.

SEND Governor: Mr Paul Wiseman

Pastoral Lead and Deputy Safeguarding Lead: Miss Natalie Clarke

Safeguarding Lead: Mrs Odile Coleman

Class Teachers

Class Teachers are responsible for providing high quality provision (High Quality Teaching) for all pupils. They plan for extra support and provision with the SENCo for those pupils who require it. They write and evaluate Personal Provision Plans (PPPs) and Play Plans (in EYFS) and ensure that families and pupils are fully involved in the process. They ensure that the school's SEN Policy is followed in their classroom and for all pupils they teach with SEN.

Teaching Assistants

Teaching assistants support all pupils in class, as well as in groups and helping individual children with their learning. Our Teaching Assistants may also support with and carry out interventions during the school day and in after-school clubs.

Staff can be contacted via the school office on (0151) 477 8290 or ravenscroft@knowsley.gov.uk

Knowsley's Local Offer

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

Glossary of Terms

ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
PPP	Personal Provision Plan
Pastoral Lead	Supports children with social/emotional/behavioural needs.
HQT	High Quality Teaching – an excellent standard of teaching, enabling all pupils to make progress.

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EHCP	Education, Health and Care Plan
SSEN	Statement of Special Educational Need
SALT	Speech and Language Therapy/Therapist
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.

Key Information in relation to SEND

(data correct as of December 2023)

	Pupils in school	Percentage
EHCP (Education, Health and Care Plan)	1	0.5%
SEN SUPPORT (Wave 3)	28	13.5%
NO SEN STATUS	178	84%

Our Approach

At Ravenscroft Primary School we work hard to provide a caring, engaging and inclusive environment to ensure that every child reaches their full potential where High Quality Teaching is at the forefront of all our work and approaches.

All of our provision is based upon the Graduated Approach cycle (SEN Code of Practice, 2014):



The Assess, Plan, Do, Review is a graduated approach to SEN support. It is a four-part cycle that ensures support is constantly being reviewed and adjusted where possible.

Assess

The class teacher, working with the SENCo, discusses the child's needs and creates a baseline assessment by which progress will be measured. Schools should also take seriously any concerns raised by parents. This will be reviewed on a termly basis.

Plan

A Personal Provision Plan (PPP) is drawn up for a pupil, a record must be kept and the parents are informed. Parents will discuss the PPP with the child's class teacher at SEN and/or Parent Review meetings. The school and parents agree what progress they hope will be made (outcomes), and by what when. All pupils on the SEN register have Personal Provision Plans with SMART child friendly targets:

S - Smart

M – Measurable

A – Attainable

R – Relevant

T – Time bound

Do

The teacher remains responsible for working with the child directly or for overseeing the delivery of interventions. They work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and how they can be linked to classroom teaching.

Review

Reviews are carried out termly. The views of parents and the child themselves are considered in planning next steps and it is through this partnership between school, pupils and parents that any supportive strategies will be most successful. In transition to another setting, information to be passed on will be shared; this may involve others being present at review meetings and the SENCo attending meetings offsite to support the transition process.

Initial Concerns & Identification

Many children will have additional needs at some point during their time at school that may be related to health, emotions, behaviour or learning. We aim to work with families to identify and address these needs through our school's inclusive practice. If you have any concerns, please speak to your child's teacher. Similarly, your child's class teacher will contact you if they have any concerns.

Ways of communicating with staff include:

- Speak to class teacher
- Leave a message at the school office and a message will be passed to the relevant member of staff
- Phone school (0151) 477 8290 outlining your concern and a message will be passed to the relevant member of staff
- Email school ravenscroft@knowsley.gov.uk outlining your concern and a message will be passed to the relevant member of staff.

Early Help

As part of our support for all children at Ravenscroft Primary School, we have regular

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opportunities to consult support services and health agencies through a multi-agency approach that sometimes includes completing the Early Help Assessment Tool (EHAT), to support the family as well as the identified pupil. School and the family will meet and discuss and plan together the best use of advice and support from other agencies, with a view to achieving the best outcome for the child and family.

Professionals who might attend an Early Help meeting include:

- The school nurse who works closely with school and can advise and assess any medical needs. If a Care Plan is required this would be done in conjunction with the parent and school nurse and would be reviewed annually.
- A speech and language therapist who works with children in school and can offer advice as to whether your child would benefit from this support or assessment.
- An educational psychologist may give advice or complete an assessment for a child.
- Outreach support from specialist schools or local authority specialist teachers.

To find services to help your child please refer to Knowsley's Local Offer.

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

Ravenscroft's SEN Identification Process

There are many types of SEN support available at Ravenscroft and this can range from 1:1 support to group intervention and/or support sessions.

Support for all children begins in the classroom with High Quality Teaching, where the class teacher plans differentiated or adapted activities in all lessons including a range of learning styles and outcomes. If a teacher feels that a child needs more support, they will share this information with Parents/Carers and outline and deliver initial provision. They will complete a 'SEN identification form'.

If progress remains a concern, the class teacher and SENDCo will follow the process outlined in the school SEN Identification Process.

Stages within the Graduated Approach Model

Education Health and Care Plan (EHCP)

If a pupil's needs are **severe** and **complex** an EHCP may be provided by the Local Authority. An EHCP may include funding for provision for one to one support, a more specialised educational setting or funding for highly specialised interventions, etc. The EHCP will be reviewed annually at a meeting with the family and all professionals involved in the care and development of the pupil. The pupil will also be on the school's SEN Register and will have a PPP. Parents / carers will meet with the class teacher three times per year to discuss the pupil's progress and attainment and review the PPP. The SENCo monitors the support provided,

SEN Support (Wave 3)

If the support provided within the Wave 2 support stage is not successful and it is identified that the pupil needs greater support, this may also include 1:1 focused sessions and external professional support when required. They will move to Wave 3 SEN Support. At this stage the pupil will be added to the school's SEN Register. Parents / carers will meet with the class teacher and SENCo three times per year to discuss the pupil's progress and attainment and review the PPP. The SENCo monitors the support provided as well as

**In-class support
(wave 2)**

Some children require small adjustments to help them maintain progress and work at age related expectations; this may include booster sessions, additional apparatus and some in-class or small-group intervention and support from an adult. Targets for the pupil are recorded on a PPP and the SENCo monitors the support provided. Parents will review the PPP with the child's class teacher termly.

Universal

All children are entitled to and receive High Quality - Teaching. This includes the deployment of adaptive teaching strategies which might include: scaffolding of work, sensory breaks and resources, now and next boards and visual timetables.

Support

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. modified tasks, extra time or breaks in formal assessments.

Our school and other agencies can help most children overcome their difficulties quickly and easily. A few children will need extra help for some or all of their time in school. This means they may have difficulty with:

- some or all of the work in school
- reading, writing and mathematics
- understanding and processing information
- expressing themselves
- understanding others
- organising themselves
- sensory perception or physical mobility
- managing their behaviour or emotions
- making friends or relating to adults

At Ravenscroft Primary School, teaching and learning opportunities are adapted and continually evaluated (with support of external agencies when required) to ensure the needs of all our learners are met. Parents and carers should not feel anxious about such additional support as it allows children to receive the specific help they need to make the next steps in their learning journey.

To ensure that staff are aware of specific children's needs, report or information relating to pupils on the SEN Register (the official list of children with Special Educational Needs in school) will be shared with children's class teachers. The information is stored in locked cabinets in line with GDPR and in secure internal servers. This is to ensure that staff have the correct information and pupils can monitor their progress. This means that appropriate strategies are used to ensure that teaching has the maximum impact and pupils feel valued and their needs are understood.

Sometimes a child's needs are more complicated and require specialist support. At Ravenscroft Community Primary School, we work in partnership with outside agencies including:

- SENISS (Special Educational Needs Inclusion Support Service)
- SALT (Speech and Language Therapy) (NHS and Chatty Therapy)
- CAMHS (Child & Adolescent Mental Health Services)
- Health and Social Service
- Educational Psychology (Applied Psychologies and Knowsley EP Service)
- Occupational Therapy (Seedlings programme)
- Parent Partnership
- Sensory Impairment Service
- ASC Advisory Teachers
- Inclusion Support Workers
- School Nurse

- Paediatricians
- MHST(Mental Health Support Team)
- Knowsley Early Years Support Service
- Child Development Team (CDT)

Areas of Need

At Ravenscroft, we provide support for pupils across the four areas of need as identified in the SEN Code of Practice:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

1. Communication and interaction

We have many speech and language interventions across all age groups in school. Our staff model good language, communication and interaction skills to our children. Staff have had training to help us meet the needs of those children with communication difficulties and we refer to Speech and Language Therapy when we require additional support. We also use the Chatty Therapy service to provide additional support in school. We will follow up on their advice and allocate time for these children to work on their given targets as part of their PPP targets. Staff use a range of strategies to help children including: now and next boards, pictures and symbols, objects of reference and visual timetables. Staff are given the opportunity to attend networking sessions led by Speech Therapists and the ASC (Autistic Spectrum Condition) advisory teachers, as this helps to share good practice. Our staff are may to use strategies including social stories, colourful semantics, blank level questions and comic strip conversations with children with social communication difficulties. WellComm is used in our Early Years Foundation Stage (EYFS) to assess and plan for children with social and communication difficulties.

2. Cognition and Learning

We have a wide variety of intervention programmes that are used to support children in the development of phonics, reading, writing and maths. Some interventions are published schemes and others focus on targets set by class teachers that are similar to the learning in class. A lot of time and training is given to our staff who lead interventions to ensure that they are able to deliver high quality intervention sessions.

Examples of some of our interventions include:

- Maths Mastery
- Precision teaching
- Catch-up literacy
- Maths booster sessions
- PhonicsShed extra support sessions
- Phonics intervention
- After school clubs developed to support individual / group needs
- Homework Clubs
- WellComm
- Adaptation / inclusion of additional resources (iPads/laptop)
- Highly adapted and personalised curriculum for children with Education Health and Care

3. **Social, Emotional and Mental Health Difficulties**

Our school has a Pastoral Lead (Miss Clarke) who works alongside children who have social and emotional difficulties. The Pastoral Lead uses a variety of resources and games to help our children talk about their feelings and wishes. Social stories are used with many of our children who have social difficulties. We use interventions such as: Lego Therapy and “Think yourself Great” to promote social skills and reduce anxiety and boost confidence.

We also have access to the Mental Health Support Team, who can provide mental health practitioners to work alongside our identified vulnerable children.

We recognise that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect. Staff are experienced in supporting children with a wide range of needs and take steps to ensure our pupils access an approach which is right for their needs. We have clear processes to support children and young people and this is linked to our child protection and behaviour policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils.

The school can provide support for pupil’s emotional, mental and social development in the following ways:

- All pupils identify a key adult that they feel comfortable with who can deliver support when required; this may be the pastoral lead or another trusted adult,
- Emotion Coaching
- Sensory breaks and sensory circuits when needed
- Lego Therapy
- Social Stories
- Restorative Approaches
- Helping to develop self-esteem and well-being through the curriculum
- Maintaining robust anti-bullying practices and a positive ethos throughout school
- Maintaining a consistent and constructive behaviour management approach
- Supporting parents and carers through the EHAT
- Providing a stimulating, nurturing and inspirational learning environment
- Nurture Groups
- Play Leaders available at breaktimes
- Social Skills Sessions
- Quiet Areas and access to sensory items
- A referral to CAHMS for pupils with the highest level of need e.g. anxiety, depression, post-traumatic stress disorder, eating disorder, OCD.
- Mental Health Support Nurse

4. **Sensory and/or Physical Needs**

Ravenscroft Primary School supports children with a range of physical and sensory needs.

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We work closely with staff and parents to plan provision and involve the necessary agencies to ensure that pupils with physical needs have full access to the curriculum. We are aware that some children are affected by sensory needs and take these into account when planning the classroom environment and when purchasing school resources.

Examples of interventions and support include:

- Sensory Seedlings Programmes
- Occupational Therapy Programmes
- Individual reward systems
- Individual Workstations
- Visual timetables
- Adapted resources can be used in school (scissors, pencils, grips, fidgets, wobble cushions, lap weights, ear defenders)
- Sensory Circuits
- Individual support when required, including in class, during physical activity
- We will support parents with toileting needs through a home-school collaboration
- Highly adapted curriculum for children with Education Health and Care Plans (EHCPs)

Pupils with medical needs

- If a pupil has a medical need then a Health Care Plan is compiled with support from the relevant medical agencies in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- If deemed necessary by healthcare professionals when a medical need is identified, information sharing sessions will be delivered to school staff by the relevant healthcare professionals.
- Designated staff have approved First Aid training.
- Some staff are trained in the use of defibrillation techniques and all staff have had epi-pen training.
- Health Plans are available to all teaching and non-teaching staff to ensure awareness of any medical need a child may have (these are accessible within classrooms and staff central areas)
- A First Aid Policy is reviewed and updated annually by staff and governors.
- Decisions regarding how much support a child needs are made in consultation with class teacher, Senior Leadership Team, INCo and SENCo.
- Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.

How you can support your child

- Stay in regular contact with school – we want to work in partnership with parents and carers
- Attend all parent meetings and support your child in following tasks and homework set by our school
- Encourage your child at all times and let us know of all successes outside of school
- Always talk to your child's class teacher if you have any concerns or worries about your child

We endeavour to support families as much as possible and are always approachable, as we want parents to feel involved in the education of their child. This is done in a variety of ways including:

- PPP reviews with target setting, so parents can see what their child is working on next

- Home/school communication books for some children to inform parents about the child's day
- Home reading logs
- Celebrating success and whole-school assemblies
- Information on the school website
- Parent / Teacher Progress Meetings
- Parents' views on EHCPs and review meetings
- Meet the Teacher Evening
- SENCo Open Evenings/Drop 'in'
- SEND Coffee Events/Parent workshops
- Early Years Stay and Play sessions.

If you feel we can support families in any other way please let us know.

How do we know that the provision is effective?

Every child's attainment and progress is monitored throughout the school; termly and on-going assessments inform this data.

In addition to this, children on the SEN Register (SEN Support and EHCP) are regularly monitored and depending on their areas of need may be assessed on the following:

- Recall of number bonds and times tables
- Reading Age
- Spelling Age
- Achievement of SMART targets on the Personal Provision Plans.

Due to the fact that children's progress is no longer classified with levels, the way that we measure individual progress has been updated. In literacy, we track spelling age and reading age. Maths progress is measured by personalised PPP targets and class teachers will share this information with parents / carers during review meetings.

Transition

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. We hold information related to each child on CPOMS which is shared with necessary staff, in order that new staff have a clear understanding of need.

If appropriate, when **starting at our school** we may:

- Meet with the child and their parents to talk about their needs and answer any questions
- Meet with staff at the child's previous school or setting
- Read reports from people who have worked with your child
- Arrange visits to our school so the child gets to see it before they start properly

Based on needs, when **moving to a new year group/new classroom** we may:

- Introduce the child to their new teacher and teaching assistant individually
- Talk to the child so we can answer any questions they may have about the new year group
- Familiarise the child with the new classroom prior to transition day
- We timetable teacher transition planning meetings where information, PPPs will be passed on to the new class teacher in advance of transition
- We provide afternoon sessions where all children move to their new classrooms

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and meet their new teachers

When moving to a **new school** we may:

- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school
- Arrange extra visits to the new school with a member of staff from our school if that is what the child wants
- Talk to the child and their family so we can answer any questions they may have about the new school
- Hold a review with parents/carers and invite key staff from the new school