



Ravensthorpe Primary School

Special Educational Needs Information Report

September 2020

At Ravensthorpe Primary School, we believe that all pupils should be respected and valued. We work hard to provide an exciting and vibrant learning community where everyone is valued and encouraged to 'explore, succeed and soar' by:

- Having a wide and balanced curriculum, which is differentiated to meet individual needs
- Ensuring all children can learn and make progress according to their individual needs and development.
- Ensuring children are assessed using appropriate assessment tools and guidelines and
- Ensuring all children have equal access to resources, provision and interventions as needed.

Special educational provision is provision that is additional to or different from that made for others of the same age. This means it is provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support within a setting or require the involvement of specialist services.

Ravensthorpe has a Special Educational Needs Co-Ordinator (SENCO) who is responsible for the management of identified pupils with SEND. Our Acting SENCO is Mrs Bowyer. All teachers are teachers of SEND pupils and as such provide quality first teaching.

What are Special Educational Needs?

SEN is a term used nationally for children who need any additional learning support that is different from, or additional to, that provided for other children of the same age within the school. These additional needs can be for a number of different things. Some of the areas you may hear mentioned when discussing your child's needs in school are:

- General learning difficulties – children whose learning progresses at a slower pace
- Speech, language and Communication needs (SLCN)
- Difficulties with reading, writing and/or spelling.
- Difficulties with motor skills and organisation.
- Difficulties with number work
- Dyslexia, Dyspraxia, Dyscalculia
- Autism Spectrum Disorder (ASD)
- Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)
- Social and emotional difficulties.

Up to 20% of children (1 in 5) will need for a Special Educational Need at some point during their time in school.

The SEND Code of Practice states that there are four main areas which cover special needs:

Areas of Need

Area of SEN	Relating to difficulties with:
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention/Interaction Skills: they may have difficulties ignoring distractions; need reminders to keep attention may need regular prompts to stay on task; may need individualised motivation in order to complete tasks. A child may have difficulty in being within a whole class setting and may find social interaction difficult. They could have difficulties with peer relationships and may not be able to initiate or maintain a conversation.</p> <p>Understanding/Receptive Language: they may need visual support to understand or process spoken language. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech/Expressive Language: a child may use simplified language and a limited vocabulary. Ideas and conversations may be difficult to follow, with the need to request frequent clarification. There may be some immaturities in the speech sounds. Grammar and phonological awareness may be affected which can impact on progress in reading and writing.</p>
Cognition and Learning	<p>May have difficulties with the skills need for the effective learning, such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills. • Sequencing and organisational skills • Understanding of number • Problem solving and concept development skills • Fine and gross motor skills • Independent learning skills • Decision making • Information processing <p>Some children may have a specific learning disability, such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
Social, emotional and mental health	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behavioural difficulties • Attention difficulties (including ADHD) • Anxiety and depression • Attachment disorders • Low self-esteem • Issues with self-image
Sensory and/or physical	<p>These pupils may have a medical or genetic condition that could lead to difficulties.</p>

How do you identify pupils with SEND?

There are a number of ways in which children can be identified as having a special educational need:

- Parental concerns.
- Teacher and Pastoral Team identification.
- Liaison with other educational professions (for example Educational Psychologists or Specialist Teachers).
- Liaison with external agencies (e.g. medical professionals, physiotherapists, occupational therapists, speech and language therapists etc.)
- At transition meetings with early years providers.
- School transfer information.
- Monitoring and assessment information (tracking of progress.)

I am worried about my child, who can help me?

We can!

The first point of contact in school will usually be your child's **class teacher**. You do not need to wait for a parents' evening to do this. You may also like to talk with the SENCO, Mrs Bowyer. Appointments with class teachers and the SENCO can be made through the school office.

The school can also work with you to complete and **Early Help Assessment**, a process used by a wide range of professionals to identify additional support early in the development of a problem and to coordinate the support around the family.

Within school, Mrs Wright and Mrs Mackereth work with many children identified as having additional needs and will also help you. Our **Pastoral Team** also includes Mrs Jima, Family Engagement and Support Officer and our Learning Mentors, Mrs Lester, Ms Darling and Mrs Trickey, who work with children across the school.

There is also lots of support available within Peterborough.

Information regarding all SEND services in Peterborough can be found on www.gov.uk/residents/special-educational-needs/local-offer/

The **SEND Partnership Service** offers information, impartial advice and support to parents. Marion Deeley can be contacted on 01733 863979 or pps@peterborough.gov.uk

The **Parent Partnership Service** helps parents to have access to information and guidance in relation to the special educational needs of their children, so they can make appropriate, informed decisions. They can be contacted on 01733 863658. Their website is <http://www.parentpartnership.org.uk>

Family Voice offer help and support to parents and can be contacted on 01733 685510. Their website is www.familyvoice.org

How will school staff support my child?

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area. There may be a Teaching Assistant working with your child either individually, or in a small group, if this is seen as necessary by the class teacher. Your child may also work with an intervention teacher or a volunteer reader. If necessary, and with your agreement, your child may be seen by a specialist teacher, school nurse or therapist.

How do we know if the support or strategies used have had an impact?

We use a wide range of monitoring systems to assess the impact of all strategies. These include:

- Provision Maps, reviewed termly as part of our Team Around the Cohort meetings (with Deputy Head, SENCO, Raising Standards Key Stage Lead, Pastoral Key Stage Lead and year group teams.)
- A tracking system to monitor children's progress against national/age expected levels and targets.
- Termly or twice-yearly PiXL assessments.
- Regular Read Write Inc Phonics assessments
- Termly Individual Plan reviews for children who required specialist intervention and children on EHC plans.

Children may move off of the SEND register when they have made sufficient progress.

How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs. Typically this might mean that in a lesson there could be three different levels of work set for the class, however on occasions this can be individually differentiated. In addition, children can receive support through:

- Pre-teaching,
- Small group interventions;
- Practical resources such as Numicon, personalised word lists, writing mats
- Level of adult support
- Resources and differentiation e.g. tasks, modified materials and the use of ICT.

Class teachers plan for and support children who require additional support, with support from the SENCO. If further support is required, class teachers will implement recommendations and programmes set by external specialists for children who have an identified or specific difficulty (e.g. Speech and Language Therapy, Educational Psychology, Autism Outreach teachers etc.)

What specialist provision is on offer to my child?

We offer a range of interventions to support a wide range of pupils' needs. These include:

<p>Maths and English Interventions</p> <ul style="list-style-type: none"> • Precision Teaching • Comprehension Support • 1:1 targeted reading • Fine Motor and Gross Motor Skills • Southfields Pack • Active Maths 	<p>Sensory and Physical Interventions</p> <ul style="list-style-type: none"> • Paston Pack • Speech and Language (SALT)
<p>Social, Emotional and Wellbeing</p> <ul style="list-style-type: none"> • Highly effective behaviour management • Range of pastoral support • Forest School • Social Skills Groups • Bereavement Group • Play Therapy 	<p>Specific Learning and Medical Difficulties</p> <ul style="list-style-type: none"> • Attention Autism • Allergies <p>Staff have also been trained to deal with specific medical needs including Cystic Fibrosis.</p>

Our school can also access a range of additional services. These include:

- Those provided by the Local Authority (Autism Outreach Team, Pupil Partnership Officer, Pupil Referral Service, Early Help Team, Children's Social Care.)
- Those provided by Cambridgeshire and Peterborough Health Trust (Community Paediatricians, ADHD Team, Neurodevelopment Service, Physiotherapy Service, Paediatric Occupational Therapy Team, Speech and Language, School Nurse, CAMHS (child and adult mental health))
- As a school, we buy in a service provided by a team of specialist teachers called Support for Learning. The team can be involved in offering specialist advice in supporting children with specific learning difficulties (literacy and maths) and completing individual assessments. These assessments are in addition to internal assessments that can be carried out in school. The SENCO, working with parents, will decide which children are a priority for assessment by Support for Learning.
- We also buy in the services of an Educational Psychologist. Parents will be asked to agree to a child being discussed with the Educational Psychologist and will be able to attend consultation meetings.
- Ravensthorpe also buys in support from Families First and a trained Play Therapist from Alternative Approaches. Children may be seen for a variety of reasons such as bereavement, low self-esteem, difficulties in relationships etc. We would discuss this and ask for consent from parents before referring.

How will I know how my child is doing?

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and to communicate regularly, especially if your child has complex needs. Class Teachers will meet with all parents at least twice a year to discuss your child's needs, support and progress. For children on individual support plans, including those with EHC plans, there will also be a termly opportunity to meet with school staff to discuss the plans and progress made towards targets.

How are resources allocated and matched to children's Special Educational Needs?

We ensure that all children's special educational needs are met to the best of the school's ability, with the funds available. We allocate teaching assistant and intervention teachers to deliver group and 1:1 programmes, to support and mentor children based on experience, training and the needs of the children.

How is a decision made about what type and how much support my child will receive?

The class teacher, alongside the SENCO, Raising Standards Phase Leader and Pastoral Phase Leader will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to age expected levels or to make progress. Parents and the child (if appropriate) will be involved through on-going discussions.

What support is there for improving behaviour and attendance and for avoiding exclusion?

We have a very positive approach to behaviour management, with a clear reward and restorative system that is followed by all staff and children. If a child has behavioural difficulties, a support plan is written with the child and parents to identify specific issues, set targets and put relevant support in place. In some cases, a risk assessment will also be carried out and this again will be shared with parents.

We have two full time and one part-time learning mentors and forest school provision available for children identified as needing intensive support.

How do you support children's general health and wellbeing?

Our school offers pastoral, medical and social support to children through:

- A whole school nurturing ethos, which supports and understands children's individual pastoral, social and medical needs.
- Access to our Pastoral Team, including our team of Learning Mentors, focusing on social, emotional, mental health and behavioural needs and concerns.
- Our whole school behaviour policy.

- Access to the School Nursing Service.
- Referrals to a range of external agencies who work directly with children, young people and their families who require support (e.g. Sleep Solutions, Families First, CHUMS.)
- Targeted Lunchtime Club for those children wanting small group, supported activities as part of our Forest School provision.
- Care plans for children requiring medical support and/or medication.
- Play buddies
- Personal Support Plans
- Play Therapy through Alternative Approaches.

We encourage children to contribute their own views by:

- Talking to their class teacher, teaching assistants or the Pastoral Team if they have any worries or concerns.
- Worry boxes in classes.
- School Council
- Contributing to reviews of their own education and the support they receive.

What does the school do to help children access our school and the facilities?

We provide the following to ensure that everyone in our school can access all of the activities offered:

- The school is on one floor and can be accessed by wheelchair.
- Disabled toilets, including changing bench and shower access.
- Individualised ICT as required.
- Individual Risk Assessments.

Any other resources needed for access may be accessed through the Occupational Therapy and Physiotherapy Services. We also have access to Health and Safety Advisors from Southalls through Peterborough Keys Academy Trust.

How will my child be included in activities outside the classroom, including educational visits?

We aim for all children to be included on educational visits and will provide the necessary support to ensure this is successful.

A risk assessment is carried out prior to any offsite activity. In the unlikely event that is considered unsafe for a child to take part, then alternative activities will cover similar curriculum areas in school.

How will you prepare and support my child to join the school and then transfer to secondary school?

We liaise closely with staff when receiving and transferring children to different schools, ensuring all the relevant paperwork is passed on and all needs are discussed and understood. We encourage visits to our school prior to the child starting with us.

We encourage all children to visit their secondary school prior to starting, when they will be shown around the school and any concerns can be addressed. For children with SEND, we would encourage further visits to assist with transition process. The school and/or parents may also feel the need to arrange additional transition meetings between the schools in order to alleviate concerns. Many secondary schools run programmes specifically tailored to aid transition for more vulnerable pupils.

Who should I contact if I'm considering whether my child should join Ravensthorpe Primary School?

Please contact the school office to arrange a meeting with the Deputy/SENCO to discuss how the school can meet your child's needs.

What should I do if I feel the local offer is not being delivered or is not meeting my child's needs?

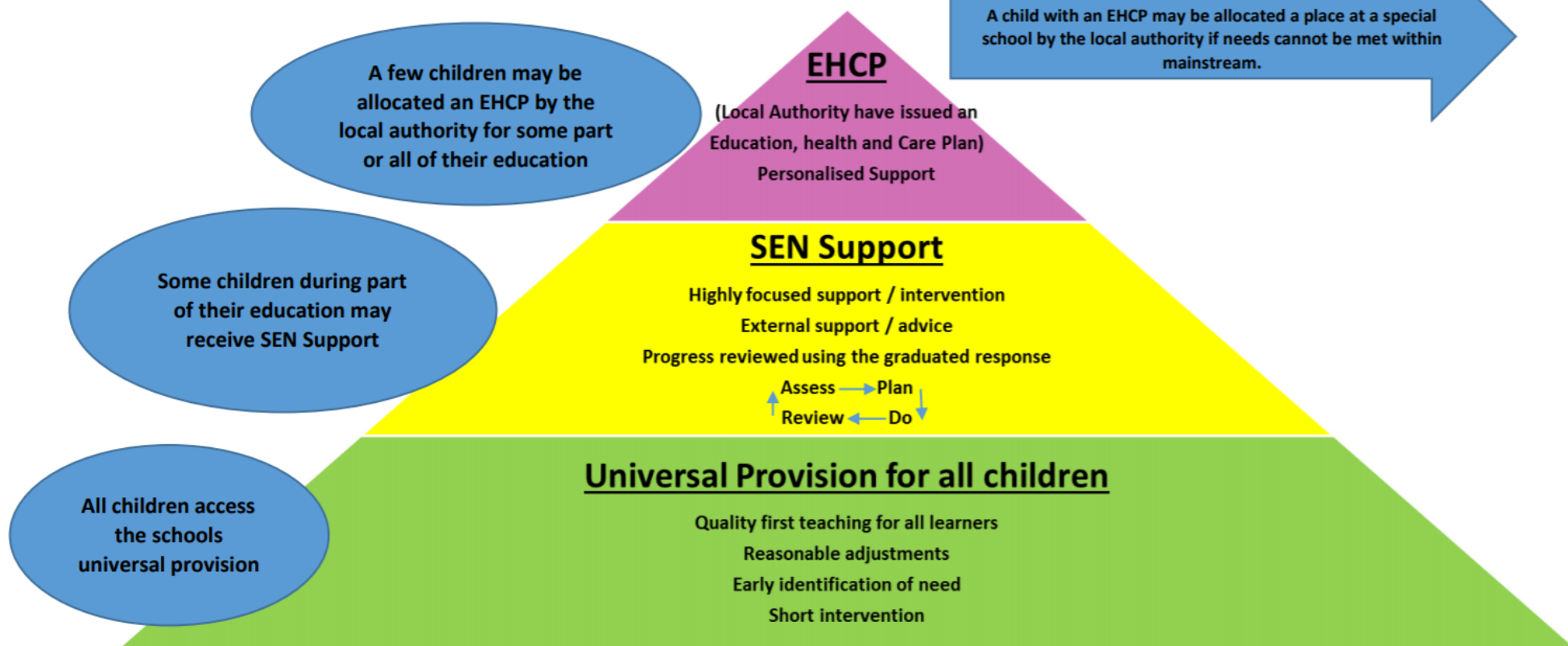
The first point of contact would be your child's class teacher to share your concerns. Parents can also arrange to meet our SENCO or Headteacher.

The SEND Policy and PKAT Complaints Policy can be viewed on our website.

How is the local offer reviewed?

This local offer will be reviewed annually to reflect the changing needs of the children within our school.

The Graduated Approach to Supporting Children with SEND at Ravensthorpe Primary School



Children/ Young People in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Advice and support from the School's Special Educational Needs Co-ordinator and other members of staff within the school.
- Staff who visit the school from the Local Authority central services such as the Educational Psychologist, Specialist Teachers for autism, ADHD or from the Sensory Service (for students with a hearing or visual need).
- Staff who visit from outside agencies such as the Speech and Language Service.