CHANGING LIVES IN COLLABORATION
CLIC
Co-operative Trust

RAVENSFIELD
Primary School

SEND INFORMATION REPORT

Approved by:		**Date:**
Last reviewed on:	October 2026	
Next review due by:	September 2027	

The SEND Information Report is intended to sit alongside Ravensfield's SEND Policy.

Introduction

Ravensfield Primary School is a mainstream school that is committed to the inclusion of all pupils. We recognise and support the diverse needs of our children and ensure early intervention and support is in place for those with Special Educational Needs and Disabilities (SEND).

Our school aims are to:

- Provide a learning environment that is a safe, secure and accessible to support all of our children to succeed.
- Provide quality first teaching to match the needs of all of our learners.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Make inclusion a thread that runs through all of the activities that run through the school.

Key Contacts

- Oliver Kerr – Executive Headteacher: Oliver.Kerr@ravensfield.tameside.sch.uk
- Hannah Rowe – Head teacher hannah.rowe@ravensfield.tameside.sch.uk
- Vicky Novak -Assistant Head & Inclusion Lead/SENDCo Vicky.Novak@ravensfield.tameside.sch.uk
- Jessica Alexander-McCue – Assistant Head and Behaviour Lead Jessica.Alexander@ravensfield.tameside.sch.uk

SEND Admissions – Mainstream

At the CLIC Trust all of our schools follow their own local authority's admission procedures for primary school places. Therefore, Tameside Council manages our admissions. Please contact Tameside Council Admissions Team on 0161 342 4004, schooladmissions@tameside.gov.uk or apply online here.

Where children who have Education Health Care Plans (EHCP), admissions are made via the Special Educational Needs EHCP Team. They can be contacted on 0161 342 4433 or SENAT@tameside.gov.uk. For further information on the admission of pupils with a disability, please read the school's accessibility plan. If you would like to discuss your child's SEND in more detail, please contact the school to arrange an appointment with the SENDCo.

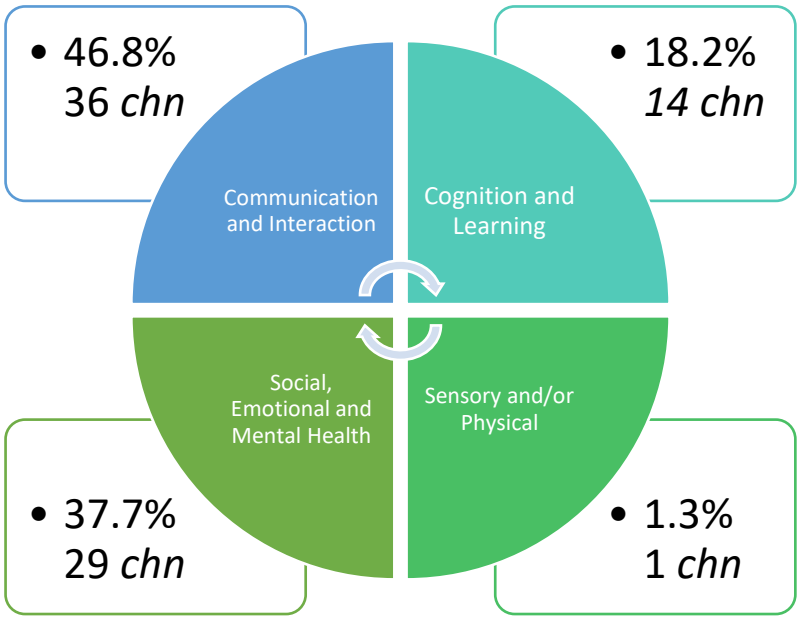
Applications for our pre-school nursery should be made directly to the school with our Admission's Team can be contacted on 0161 344 2905 or via email; mainoffice@ravensfield.tameside.sch.uk

SEND at Ravensfield.

SEND relates to pupils that have a learning difficulty or disability that calls for special educational provision to be made that is different from and/or additional to that normally available to other pupils their age.
The SEND Code of Practice (2014) states that a pupil 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The Code of Practice categorises children's additional needs in four 'Broad Areas of Need.' At Ravensfield Primary School, we have children with a range of SEND needs relating to these areas. In October 2026 the percentage of needs were:



The majority of children in the chart above have difficulties in more than one area. Their primary category has been decided, based on their main need or the difficulties which present the most significant barrier to their progress and learning.

These figures are reviewed in this report annually.

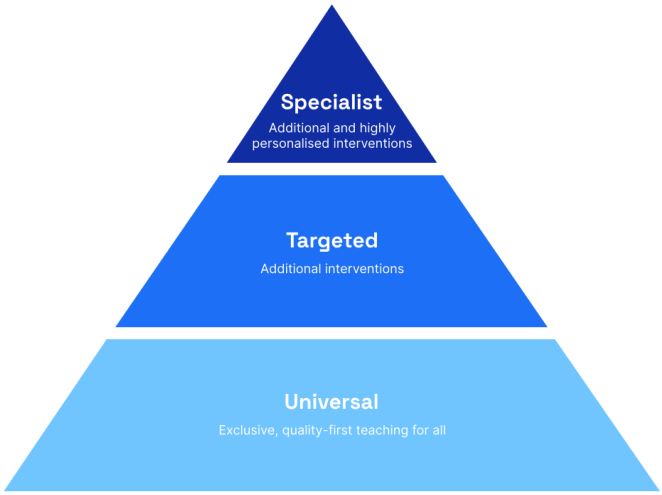
Identifying of SEND.

We have a graduated approach to SEND and believe early identification of need is important. Staff monitor children's progress through ongoing assessment and tracking to ensure we can identify any needs as early as possible. If a child experiences difficulty and is not making progress then this is raised as a concern with the SENDCo or other specialist SEND staff within school. Every child's progress is monitored by their class teacher on a regular basis. This can be in the form of:

- Observations
- Discussions
- Questioning
- Formal assessments
- Individualised programmes
- National tests

This monitoring ensures children are making progress towards specified outcomes for the strategy, intervention or programme being used to support them. When strategies and appropriate interventions are implemented, parents will be informed and information shared about expected outcomes. Sometimes parents and the child will have a discussion with the class teacher and/or the SENCO or SEND teacher. As part of this discussion some next steps may be agreed together. We will also consider parental concerns. Children with social, emotional and mental health needs may be identified through Safeguarding processes.

We understand that some children will need extra support to thrive. There are 3 tiers of support that form part of our graduated response to the needs of our children. This graduated response also forms part of the school's identification process of children's SEND needs.



Universal Provision

Universal provision or 'ordinarily available provision' (OAP) underpins the practice of all staff at Ravensfield. It includes, high quality, inclusive practice for all learners. This includes strategies, resources and adaptations to the curriculum and environment to remove barriers to learning for all pupils. Reasonable adjustments are made for individual needs to prevent disadvantage to those children.

Targeted Support

This is for children who may be showing some difficulties with their learning. The SENDCo will support staff in implementing specific, additional and time-limited interventions to help accelerate their progress to enable children to work at, or above, age-related expectations. Children at this stage may or may not be on the SEND register.

Nationally 15.4% of children are at the level of SEN Support in a mainstream primary school.

As of October 2026, 17.9% of children at Ravensfield Primary School were targetted on SEN support with an IEP.

Specialist Support

Specialist support is specific provision for a small number of children, where it is necessary to provide highly tailored intervention to accelerate progress or enable them to reach their potential. This may include one-to-one, small group or specialist interventions. Children who require this level of support will be on the SEN register. Within this small group of children, a minority may need more support than is available through special educational needs support and may have an Education Health Care Plan (EHCP). These children have highly specific and individualised support that is statutory.

Nationally 4.1% of children have an EHCP in a mainstream primary school.
As of October 2026, 6% of children at Ravensfield Primary School had an EHC plan.

Types of Provision

The Rainbow Room

The Rainbow Room is a specialist provision within our mainstream school offering a limited number of places for children with an Education, Health and Care Plan (EHCP). It is designed to provide additional support in core curriculum subjects such as English and maths, enabling children to access learning at a pace and level that meets their individual needs.

The amount of time that a child spends in the Rainbow Room, is decided based on their individual needs, conversations with their parents, teachers and SENDCo and their EHCP. While some of the children benefit from focused support within The Rainbow Room the majority of their school day, others access lessons with their home classes. This is regularly reviewed for each child throughout the year. This balance ensures that pupils receive the targeted help they require whilst also, where appropriate, maintain connections with their classmates and experience the wider school life.

Universal Offer

Our universal provision offer ensures that all children have access to high-quality teaching and learning experiences, supported by the ordinarily available provision in every classroom. This includes a broad, balanced, and inclusive curriculum delivered through effective adaptive teaching strategies, and a focus on developing the whole child. Teachers use a range of approaches to meet different learning needs, including; the use of the EEF 5-a-day principles, practical resources, and opportunities for collaborative learning. Alongside academic support, we prioritise pupils' wellbeing through positive relationships, clear routines and pastoral support.

There are also many different strategies and interventions used at Ravensfield to support children's SEND needs at the universal level. Please find a brief overview for each of the 4 broad areas of needs. Interventions are monitored and evaluated at regular intervals to ensure that they are effective. If the pupils are not making progress, then advice is sought to discuss next steps.

Communication and Interaction		
Universal – All Classes • Adapted curriculum planning • Modelled speech/language • Modelled Interaction • Blank Level Questions • Targeted questioning • Talking partners • Group work • Class visual aids and prompts • Visual timetables • Key words/word banks • Drama activities • Sequencing activities • Additional processing time • Simplified Language • Sentence Stems • Opportunities for individual, pair, group or whole class working • WELLCOMM Screening • Regular communication through informal and formal meetings e.g. parent's evening	Targeted • SALT intervention. • Pre-teaching of vocabulary • Mind mapping Support. • Social skills group • WELLCOMM intervention • Narrative Commentary play	Specialist • The Rainbow Room: a small provision for some children with an EHCP. • Speech and Language Therapist assessment • Individual SALT programme support • Specialist support from TSOSS • Individual visual timetables • Referrals to ISCAN

Cognition and Learning		
Universal - All Classes • "Adaptive teaching" planning • Modelling of skills • High expectations of all pupils • Success criteria and child led/choice of challenge approach • Read Write Inc Phonics Scheme • 1:1 and group reading • Guided writing • Scaffolds • Visual dictionaries • Word mats • ICT to support learning • Writing frames • A range of physical resources to support maths concepts, such as Numicon, dienes, shapes, 100 squares etc. • Learning displays • Challenge tasks • Support from Teaching Assistants • Progress and attainment is assessed and tracked throughout the year for all children.	Targeted • Year 6 Reading Boosters • Year 6 Maths Boosters • Lexia • Task boards to break down tasks into manageable chunks and support independence.	Specialist • The Rainbow Room – resourced support for some pupils with EHCP • Intense (1:1 or small group work) support in core and foundation subjects • Support from Educational Psychology (EP) • Outreach from TSOSS

Social, Emotional and Mental Health Needs.		
Universal • Adaptive Teaching curriculum planning • Whole school behaviour policy • Class DOJO reward • PSHE planned lessons using the Jigsaw scheme • Whole school assemblies • Talking partners • Class visual timetable • Calm spaces in school • Timers & stress relievers • Emotion/social resources • Whole school 'Team Teach' de-escalation approach • Praise and high expectations • Praise postcards • Star of the Week • School council • Fidget toys/resources • Wobble cushions	**Targeted** • Social skills group • Individual nurture/behaviour plans • Individual reward system & behaviour logs • Additional support at playtime (break time and lunchtime clubs) • Transition support • Support from the Family Support Worker.	**Specialist** • Individual social stories to teach specific social skills • Positive Approaches, Behaviour and Nurture Support • CAMHS Support • Educational Psychology Support • Mental Health Support Team • Specialist advice from TSOSS • Support from the School Nurse service

Sensory and/or Physical Needs		
Universal • Adaptive teaching curriculum planning • Accessible for all school building • Adaptions to the classroom (when appropriate) • Fine motor skill activities such as: peg boards, putty, cutting etc. • Additional movement breaks • Classrooms have age appropriate furniture and environments • Visual prompts, pictures and ICT used appropriately to aid learning • High quality resources are readily available, organised to enable independence • Seating plans or group tables are used – adjustments made for pupils who needs a specific seat • Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning	**Targeted** • Use of specialist equipment • Pencil grips • Coloured overlays • Lap weights • Sloping boards for desks • Fidget kits • Wobble cushions • Ear Defenders • Balance boards • Trim trail • Write from the start	**Specialist** • Health Care Plans • Individual workstation • Social stories • Targeted work from Occupational Therapy • School Nurse Team • Specialist support for sensory needs via ISCAN • Individual support with self-care where appropriate • ICT program to develop keyboard skills • Write From the Start-Hand-activities to help eye coordination

Assessment for Children with SEND

We monitor and track the progress and attainment of all pupils at Ravensfield. We use a programme called *Insight* to record pupil's progress in relation to the objectives for the year group they are in. This data and assessment enable us to identify any additional needs and to celebrate achievement. For any children staff have concerns about we then follow the graduated approach of assess, plan, do, review, where children receive additional support as outlined in the provisions above.

For children working outside their Key Stage level, but who are engaged in subject specific study, staff use the Pre-Key Stage Standard for their assessment judgments.

Where children are working below the Key Stage Standards and national curriculum, we use the engagement model. This is an assessment tool to help schools support children by assessing 5 areas of their engagement at school. These areas are the 5 aspects of engagement (Exploration, realisation, anticipation, persistence and initiation).

Assessment feeds into pupil support plans and pupil progress meetings. We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their IEP each term
- Reviewing the impact of interventions after an arranged number of weeks (this can change based on the intervention)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Collaboration with Pupils and Parent/Carers

At Ravensfield we believe that parents and carers know their children best. Should staff have any concerns about a child, we endeavor to have an early discussion with the pupil and their parents, identifying whether they need special educational provision. These conversations will make sure that everyone develops a good understanding of the pupil's areas of strength and difficulty, and staff consider the parent's concerns. We want to make sure that everyone understands the agreed outcomes sought for the child and that everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents of children on the SEND register will be invited in for three review meetings during the year, including the annual review of Education, Health and Care Plans.

Transitions

Children who join in the Nursery are welcomed into our school community with a home visit by a member of the EYFS or Inclusion team. A series of parent and child stay and play taster sessions follow this in preparation for a pupil's start date.
We understand that no two children are the same and are led by the child's needs as we increase their time over the school day.

Transition from Nursery into Reception and then into successive year groups is supported by meetings, meet the teacher time and taster sessions in the new class.

Our whole school approach of using a phased system; Nursery – Reception, Year 1 & 2, Year 3 & 4, Year 5 & 6, enables our children to become familiar with different classrooms and teachers and further support transition.

New children in years 1-6 will be invited in for an admissions meeting at school prior to starting.
We will then plan a child's transition to us with information from parents and all professionals already involved, to support a child. This helps to enable a smooth and supportive start for a child.

As a child makes the transition to Secondary school, we will liaise with staff from the new setting to support a smooth process. This may include, inviting them to observe the child in our setting, meetings with parents and the child, and additional visits to the school to support a smooth transition. TSOSS also host an additional Transition Workshop for identified children from school with SCLN to support the transition process.

Staff Training

Our SENDCo, Mrs Novak has been a SENDCo for 2 years. She is a qualified teacher, has completed the NASENCo award. She is also the Mental Health First Aider.

Mrs Alexander-McCue is the lead for Behaviour and Nurture support. She has completed her NPQSL in SEND provision.

Ms Burrows, is the SEND lead in The Rainbow Room. She has a wealth of experience of supporting children with SEND, particularly those with speech, language and communication needs.

Miss Wood and Miss Platt are THRIVE trained practitioners and work with some of our children with SEMH needs.

We have Teaching Assistants who work with SEND children across the school to provide targeted support to meet their needs. We have staff trained to deliver targeted interventions. We hold staff meetings where staff can be updated on matters relating to special educational needs and disability as required. Individual teachers access support and training relevant to the needs of the pupils in their class.

As well as designated Mental Health First Aiders, staff have had health training in asthma and allergies (Epi Pen training).

All of our teachers hold Qualified Teacher Status, some of our support staff are trained in specialist areas to support special educational needs and we encourage staff to continually update their skills and knowledge.

We work closely with the local educational services; including Educational Psychologists, Speech and Language, Behaviour Support Services, Mental Health Worker, Physical and Sensory Services, and Occupational Therapists to provide training and support for staff as it is needed.

The SENDCo keeps a record of the training related to SEND that staff complete over the academic year.

Complaints about SEND provision

We have an open-door policy at Ravensfield and welcome parents' feedback on all issues relating to their child's SEND and provision. Where parents have a complaint about SEND provision in our school, we advise that these should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of resources, aids and services

SENDIASS (Special Educational Needs and Disability, Information and Advice Support Service) is a service for the parents, carers and young people with SEND. They provide information, advice and support relating to Special Educational Needs. This can be in relation to the statutory duties a school have or supporting parents to navigate the tribunal system if needed. More information is provided here.

Governors

At Ravensfield, the SEND governor is Donna Carmichael. She meets biannually with the SENDCo to gain an overview of the whole school picture for SEND and champion the education of children with SEND.

She will do this by:

- Raising the awareness of SEND at governing body meetings
- Monitoring the quality and effectiveness of SEND provision within Ravensfield and update the governing body on this.
- Work with the Headteacher and SENDCo to oversee the strategic development of the SEND policy and provision in the school.

Tameside Local Offer

A Local Offer gives children and young people with SEND, and their families, information about what support services the local authority has available in their local area. Tameside's Local Offer can be found here.

Reviewing and Monitoring the SEND Report

This policy and information report will be reviewed annually by the school SENDCo. It will also be updated if any changes to the information held, are made during the year. The information report will also be approved by the governing board.

Further information…

This information report sits alongside the following policies that parents may wish to read for further information:

SEND policy
Accessibility plan
Safeguarding
Behaviour policy
Complaints procedure
Admissions arrangements
Public sector equality duty (Equality Duty)
Medical Policy