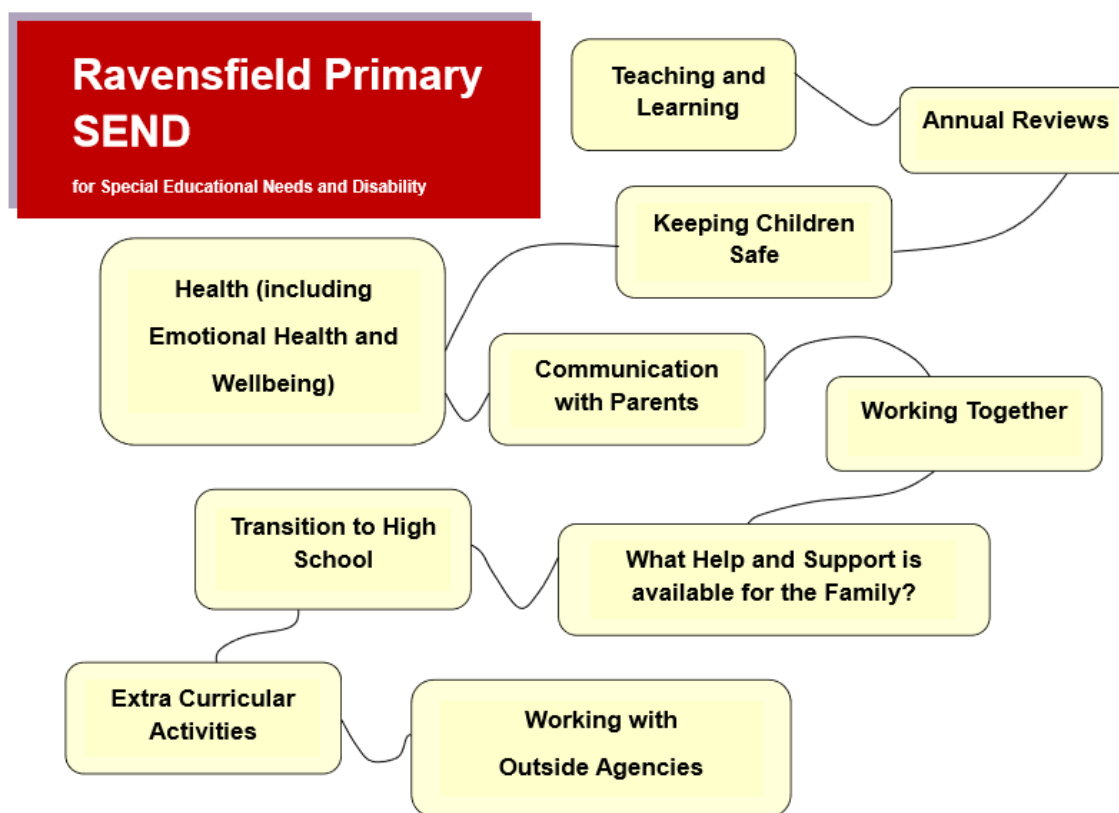


## RAVENSFIELD PRIMARY SEND REPORT

### *For Special Educational Needs and Disability*



### Teaching and Learning

The children who attend Ravensfield Primary school have access to a varied and stimulating curriculum:

- Teachers use a range of strategies to support learning.
- The quality of teaching provided for pupils is judged to be good (Ofsted September 2019)
- Assessment for learning is a key tool in enabling teachers to devise the learning journey for individual pupils
- Pupils are set challenging targets and these are regularly reviewed to assess progress.
- The classroom environment is enabling and displays are used to celebrate, support and extend learning throughout school.
- Additional staffing in excess of the staff pupil ratio is in place in EYFS and within each classroom a Teaching assistant supports learning. In Key Stage 2 teaching assistant additional support is targeted to where there is a need – academic or pastoral.
- Where progress is a concern, learning is targeted through a range of intervention strategies in addition to quality first teaching
- Teachers aim to make the lessons as interactive as possible through the use of technology to support and enhance the learning experiences.
- Consistent language and visual learning approaches are implemented across the school in Literacy and Numeracy.

The school Inclusion Lead along with the Headteacher and Assessment Coordinator prioritise the provision for pupils across the school. The school employs a special educational needs support assistant who develops and implements learning programmes as detailed on EHCPs/IEPs for children requiring more intensive support under the direction of the Inclusion Lead. The Inclusion Lead makes referrals to access Speech and Language support as well as support and diagnosis from external agencies.

All children in school are entered for SATs assessment, in-line with the guidance as detailed each year in the Assessment and Reporting Arrangements document (ARA).

### **Annual Reviews**

Children who have an Individual Education Plan (IEP) will have this plan reviewed each term. Teachers will arrange to meet with parents and children to review the targets and decide on new ones which are detailed on their new IEP.

Children who require a higher level of support may also have an Educational Health Care Plan (EHCP). This is reviewed at least annually; earlier if the plan needs to be significantly amended.

### **Keeping Children Safe**

The safety of pupils in and around school is of the utmost importance. All staff who work in school are checked in line with procedures identified under the vetting and barring guidance. Staff are appropriately qualified for the work they undertake in school and there are clear procedures in place for the transfer of information. The school environment is secure and everyone is encouraged to challenge any adult in school who is not wearing a visitor badge or a school identification badge.

Our Designated Safeguarding Lead is the headteacher (Miss Leyland) with deputies in Mrs Turnbull, Mr Pugh, Mrs Evans and Mrs Kennedy. Mrs Turnbull also leads on Online/E-Safety. All staff are trained in safeguarding and any concerns are reported via our secure online reporting system and followed up by the Safeguarding Team. The Safeguarding Team attend trainings and briefings and provide Seven-Minute Briefings at staff meetings.

- The school is two-form entry built on two levels. Access externally is limited to the Key Stage 2 play areas due to steps and grass slopes. Internally there is a lift for access to the first floor which children can only access with an adult.
- Parents must complete a detailed record card when their children starts school and this must be updated if there is any change in health or personal circumstances. This includes contact numbers for use in the event of an emergency as well as health details highlighting particular needs of their child, allergy information and the details of their doctor.
- Children with chronic health need complete an Individual Health Plan – which is updated annually.
- Medication is given in school in line with policies and must be done via the main office after completing the relevant consents.
- Risk assessments and risk reduction plans are completed by the Include Lead or a member of the Senior Leadership Team on entry into the school if it is identified that additional strategies have to be introduced to support a pupil.
- All staff complete risk assessments before leaving school for any planned trip. Risks are assessed and appropriate actions taken. For instance; highly visible clothing worn, appropriate toileting changing areas reviewed, transport assessed and pupil ratio to adult

identified. Medical records for those children with known need are taken on any trip - Asthma , Epilepsy , Diabetes medication and Individual Health Care Plans. First Aiders always attend on trips.

- Lunchtime and playtimes are well managed with adequate supervision and support available at all times.
- Staff in the EYFS are fully trained in Paediatric First Aid and throughout the school staff are trained in basic First Aid. There is an additional First Aider on staff at lunchtime.
- The Governors take their responsibility seriously. They monitor practice within the school. Governors are trained in Safer Recruitment, Child Protection and Safeguarding. Governors have a range of expertise.
- The Business Manger works with the premises staff to regularly monitor and review the condition of the building and reports this back to the Premises and Safety Committee group a sub-group of the full governing body.

All policies approved by the Governing Body can be found on the school website.

### **Health - including Mental and Emotional Health and Wellbeing**

The school has a policy on the administration of medicines in school and this can be found under policies on the school website. In the event that a health care plan needs to be formulated to ensure the health of a pupil, the Inclusion Leads or a member of the SLT would meet with the parents to identify the need. A structured plan would be drawn up detailing the health needs, treatment, who would deliver the treatment and medication. A plan to ensure any emergency actions will be recorded and planned training for staff would be agreed before a new pupil could be registered into school. All staff including midday support and casual or supply staff would be alerted to the plan.

This ensures that school is clear on their responsibilities in the event of a medical emergency and would contact the emergency services without delay.

The school have a licensed Thrive Approach practitioner on staff and all classes are profiled once a term. This will be then used to create individual or small group profiles for children in need and a Pastoral Support Worker will work with them on their area of need. This ensures a consistent approach and language to supporting children in emotional distress and builds emotional literacy.

### **Communication with Parents**

As soon as a child has been offered a place within school a transition plan is implemented. Children who join our school at the start of their school journey are visited by a member of staff in their home or pre-school setting as well as a series of events to introduce children and parents to school.

At all other times an induction plan is set up. Liaison with the child's previous school is arranged including a discussion with the child's class teacher or headteacher and transitional arrangements are put in place. Dependent on the pupil's needs, a part-time transition may be planned to help the child settle with confidence. A risk assessment or risk reduction plan may be undertaken to ensure a smooth transition.

Parents of children new to school must complete all the necessary paperwork before a child can join the school. This includes providing information such as residency orders, birth certificates, health detail, emergency contact names and numbers and so on. Parents are introduced to key personnel and the school website provides additional details.

If you would like to talk to teachers, parents are encouraged to make an appointment to speak to a teacher as in the course of the day teachers are teaching. In EYFS and Key Stage 1 there is an opportunity to share information at the start of the day as all teachers are on the playground. In Key Stage 2 the Senior Staff are available to pass on information and set up appointments for more detailed discussion.

The school holds two parents evenings a year, in the Autumn and Spring terms. A detailed report is sent to parents each July. Parents are encouraged to speak to the class teacher if there are any concerns. Parents can request a meeting with Inclusion Leads, Attendance and Family Liaison Officer, Headteacher, Deputy or Assistant Headteachers via the school office.

If your child has an Individual Education Plan (IEP) you will meet with your child's classteacher at least once a term to review progress and set new targets.

Parents' views are important to school and values comments made by parents. Parental views are sought at strategic times of the year.

### **Working together**

On entry into school parents and pupils are expected to sign a home-school contract. The contract details the school expectation of pupils and parents and clearly outlines what can be expected from the school.

Each year the student body elect a School Council which meets regularly and represents the school at events such as Remembrance Day in November as well as leading assemblies on Harvest, Respect etc. In addition, they gather pupils' views and present them to the leadership team.

We have an active PTFA who often meet and are welcomed into the school. Most of the midday staff in school are also parents of pupils. We support parents in improving their life chances by being willing to allow them to complete training in school.

Parent Governors are elected as the role is popular. Governors take an active part in monitoring the learning opportunities available in school. Chair of Governors is Mrs Jaci Nelson.

### **What help and support is available for the family?**

The school offers support to families who have difficulties in completing statutory paperwork. All referral paperwork is completed by a member of staff. For online applications for places at school or for transfer to secondary school opportunities are arranged for parents to complete the applications in school with guidance from a school-based staff member.

Much of the information about the school can be accessed via the school website. Individual enquiries are addressed through the main office and appropriate meetings are arranged to offer support.

In addition, the Attendance and Family Liaison officer will signpost support to families as needed.

### **Transition to high school**

The school fully supports the transition plans and timetable for pupils to visit their nominated high school; Year 7 and Year 6 teachers meet prior to transfer to share assessment and personal details on pupils.

Some children need more support with the transition and this is coordinated through the Inclusion Team. For those pupils who need additional support a personalised transition plan is developed containing photographs, names of support teachers, school plans, routes, rules and timetable guidance etc

Children transferring to a new school at any point within the school year are supported with introductory visits with a member of staff to remove any barriers to a successful transition.

### **Extra-curricular activities**

The school operates a daily child care service at the start and end of each day. **Ravensfield School Club** is staffed by appropriately qualified staff. The sessions must be pre-booked and the school expectations regarding behaviour and attitude are reinforced in the Club.

Throughout school there are a variety of opportunities for the children in school to extend and develop their extra-curricular interests. The majority of clubs are free, but some do charge.

### **Working with outside agencies:**

#### **Educational Psychologist (EP)**

Access will be dependent upon the individual pupil's needs and after will be organised after discussion with the Inclusion Lead. The EP works with school staff, parents as well as directly assessing and observing pupils in order to identify areas of need and how best to support a child in school.

#### **Child and Adolescent Mental Health Service (CAMHS)**

Provide a wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers. We will also signpost parents to mental health support in the voluntary sector eg Hive and Anthony Seddon.

#### **Social Care**

School has access to and works very closely with Social Care in supporting both our children and families as needed.

#### **The Together Trust**

The Together Trust have an experienced team who offer free, confidential and impartial support to parents and carers of children and young people aged between 0 and 25 who have or may have Special Educational Needs and Disabilities.

#### **Physiotherapist**

Treatment is based on the assessment of the child's needs and developing in individualised treatment plan.

#### **Occupational Therapist (OT)**

Helps to reduce a child's difficulties and improve their ability to learn, socialise and play, finding ways to overcome any problems they experience in participating in day to day activities. They will work closely with the child, parents and teachers to develop practical approaches and find solutions to help children get the most from life, whether at school or in the home.

#### **Visual Impaired Service**

Can provide support, advice and at times direct teaching. They will work closely with schools and give training where required in order to ensure pupils with a visual impairment have the appropriate resources and support needed to enable full access to learning.

#### **School Nurse**

You may be referred to the School Nurse via your GP and a possible Care Plan put into place.

**Hearing Impaired Service**

Can provide support, advice and at times direct teaching. They will work closely with schools and give training where required in order to ensure pupils with a hearing impairment have the appropriate resources and support needed to enable full access to learning.

**Tameside School Outreach Service**

A body of professionals who can support children where there are concerns about their communication, cognition and learning as well as emotional well-being. They support children who may be on the autistic spectrum, are showing signs of ADHD or of a Specific Learning Difficult (SPLD).

**Speech and Language Therapy (SALT)**

The support from the therapy service may include the following:

- Discussion and advice on activities you can use at home
- Assessing a pupil's individual communication needs and supplying school/home with an individual SALT plan
- Providing advice, games and activities for school/home to work on with the children

**English as an Additional Language (EAL) Team**

Advisory support offered to schools working with children from a range of ethnicity.

***UPDATED September 2023***