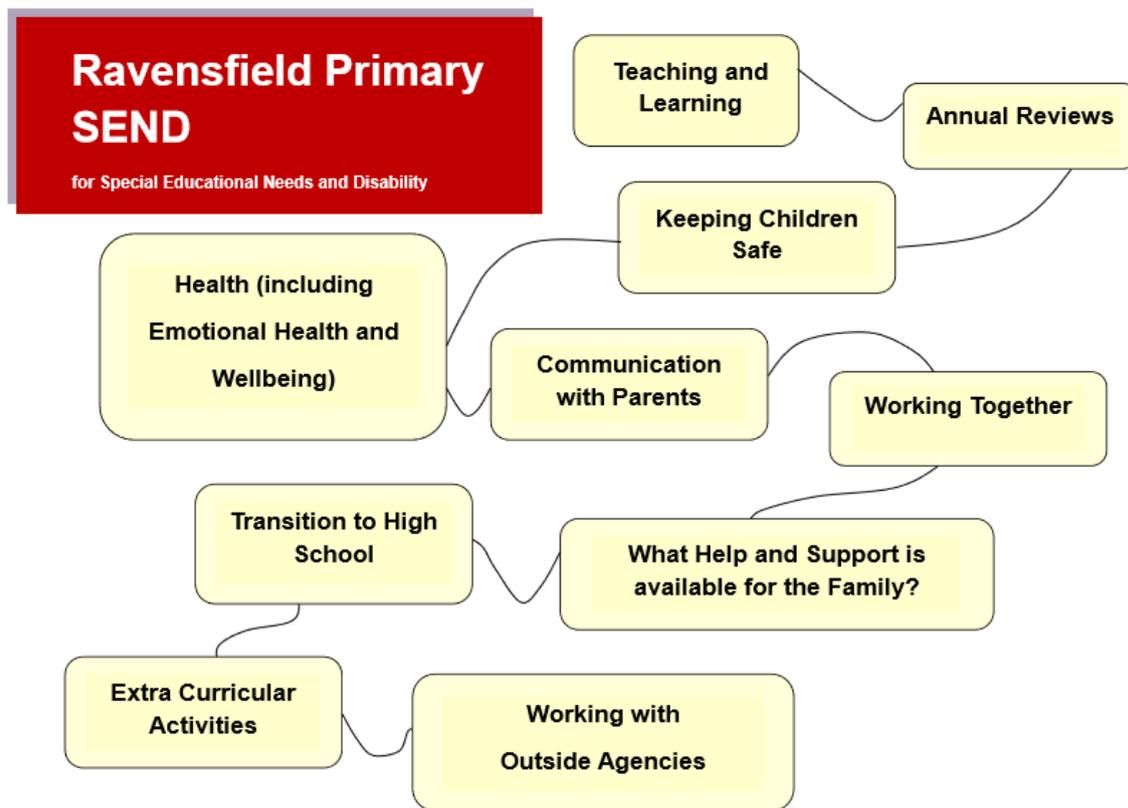


RAVENSFIELD PRIMARY SEND REPORT

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 bright 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 Key Stage 1 classroom with a Teaching assistant supporting learning. In Key Stage 2 Teaching assistant support is targeted to where there is a need to support learning.
- 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 a range 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 prioritise the provision for pupils across the school. The school employs a special educational needs support assistant who develops and implements learning programmes 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. Ravensfield also benefits from a Family Liaison Offices who work with families and two Pastoral Workers who work with children to build emotional literacy through a range of strategies and programmes.

All children in school are entered for statutory assessments, 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 Safeguarding Lead is the acting headteacher (Mrs Dawson) with deputies in Mrs Turnbull, Miss Novak, Mrs Kennedy and Mrs Evans. 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.
- Only medication prescribed by a doctor will be given in school and there must be a written consent of the parent.
- Risk assessments and risk reduction plans are completed by the SENDCO 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 new 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 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; a sub-group of the full governing body.

All polices 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 Lead 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 two licensed Thrive Approach practitioners on staff and all classes have regular Thrive lessons which support the social and emotional needs of pupils within school. Some children will need additional individual or small group work and a Pastoral Support Worker will work with them. This ensures a consistent approach and language to supporting children in emotional distress and builds emotional literacy. The school's Mental Health Lead is Mrs Turnbull.

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.

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 Lead, Family Liaison Officer, headteacher, deputy or assistant headteachers via the school office.

If your child has an Individual Education Plan 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 Ravensfield school has achieved the Parent Partnership Award 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.

Throughout the school year events are organised to enable parents to join their child and work alongside them in the classroom. We have an active PTFA who often meet and are welcomed into the school. 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 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 communicate 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 as needed.

Extra-curricular activities

The school operates a daily childcare service at the start and end of each school 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 Leads. 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.

Social Care

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

Together Trust

Aims to encourage and develop partnership between children, young people, parents/carers, schools, the local authority and all other partners who are involved in working to identify, assess and meet the special educational needs of children and young people.

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. School can also refer families to the School Nurse for support with a range of short and long-term needs.

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 Schools Outreach Service

Consists of:

- **Communication, Language and Autistic Spectrum Support (CLASS)**

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.

- **Behaviour for Learning and Inclusion Services (BLIS)**

Can provide an outreach support service to help support school in developing children's social and emotional skills.

- **Specific Learning Difficulty (SPLD)**

Assessment of children's specific learning need with advice provided to school and home on how best to support learning.

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

UPDATED September 2022