SEN Information Report

For children with Special Educational Needs & Disabilities (SEND)

Who is the best person to talk to about my child's difficulties with learning, Special Educational Need (SEN) or disability?

A parent/carer's first point of contact is the class teacher. The class teacher is responsible for:

- Ensuring the child's views on their difficulty are obtained and they are taken into account when planning. This can be done either by speaking to the child or observing them during lessons and/or playtime. Pupils often know how they like to learn, what they find difficult and most importantly have many ideas of how the class teacher can support them in lessons.
- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need, such as targeted work and/or adapted classroom resources.
- Where appropriate, liaising with the school's SENCo to ensure the child is receiving the appropriate support.
- Writing Individual Education Plans (IEP) - sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom.
- Ensuring all recommended support (advised by the SENCo and/or specialist agencies) is implemented into daily lessons

If more advice/support is needed then the school's SENCo will meet with parents and the child's class teacher to discuss current progress, additional support and areas of concer SENCo's responsibilities (overseen by the Assistant Head for Inclusion) are:

- Ensuring the child and their opinions are central to their learning and support in school
- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies
- Tracking attainment and rates of progress of SEN pupils

What are the different types of support available for children with SEND in Ravenscroft Primary?

At Ravenscroft we believe the first and most important level of support that ALL children receive begins with **outstanding targeted classroom teaching** delivered by the Class Teacher.

For your child this would mean…

- being motivated, excited and challenged by their lessons
- being creative, imaginative and encouraged to explore and enquire
- being encouraged to be a reflective and independent learner including being part of planning and leading their own learning
- use technology and lots of different resources to enhance their learning
- have high expectations of their potential and to be given every opportunity to meet it
- the teacher has the highest possible expectations for your child
- all teaching builds on what your child already knows and effectively fills any 'gaps' in his/her learning.
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical 'hands on' learning.
- specific strategies (which may be suggested by the SENCo or outside agencies) are in place to support your child to learn.

Not all support can be delivered in the classroom by the class teacher and therefore some children get extra support through targeted specific small group work or individual sessions. These sessions, often called Intervention groups, may be:

- delivered by a teacher or a higher level teaching assistant who has had specialist training to run these groups.
- held in the classroom or an intervention space on a weekly basis.
- advised by specialist outside agencies such as Speech and Language service, Occupational Therapy service or specialist teachers

The types of intervention groups run at Ravenscroft are based on the needs of the children. The following sessions are currently offered by the school:

- Speech and language programmes (language enrichment, word finding)
- Motor skills
- Rocking and Rolling (for pupils with sensory needs)
- Numicon (multisensory maths resource)
- Colourful Semantics
- Box Clever (speech and language sessions for pupils aged 3-5)
- Food group
- Reading accuracy/reading comprehension/spelling
- Social skills
- Ruth Miskin phonics
- Sensory Room sessions
- Art Therapy
- Play Room (soft play)
- Life skills
- Oakley Project
- Resilience Project
- Horse Riding
- Swimming
- Jungle Gym
- Life Skills trips

For your child this would mean:

- Engaging in short sessions 2/3 times a week with specific targets to help him/her to remove barriers to learning and make progress.
- Applying the new skills learnt back in their lessons.

***Some** children will have been* identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Complex Needs Team, Language Communication and Interaction Service (LCIS) or the Sensory Team (for pupils with hearing, visual or mobility needs)
- Outside agencies/services such as
  - Speech and Language
  - Educational Psychology
  - Occupational Therapy
  - The Child and Family Consultation Service (CFCS)
  - Child Development Service (CDC)
  - Behavioural Support Service (BSS)

For your child this would mean:

- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. resources or changing some aspects of teaching to support them better
  - Support to set targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g. a social skills group
  - A group or individual working with an outside professional
- Engaging in short sessions 2/3 times a week with specific targets to help him/her to remove barriers to learning and make progress.
- Applying the new skills learnt back in their lessons

My child has a high/complex level of need. What types of support does Ravenscroft Primary School offer?

High Needs Funding

This type of support is available for pupils who have severe, life long and complex needs.

- The SENCo and the class teacher will profile your child to identify their level of need.
- If there is a high level of need then the SENCo will present their report to the local authority who will either agree or disagree
- The school will use this additional funding to ensure your child's needs are met and they make progress.

For your child this may mean

- Specialist intervention sessions run by school staff under the guidance of the outside professional and/or specialist teacher
- Targeted additional adult support
- Access to specialist resources e.g. sensory room, soft play, onsite speech and language and occupational therapists
- An annual pupil centered review which involves the child, parent, school and outside agencies. During this meeting we discuss your child's progress, identifying what support is working well/not working and create new personalised targets

Autism Provision

Ravenscroft has a brand new resource provision for pupils with Autism. It offers specialist teaching, resources and support for pupils who have been identified with a high level of need. Pupil places are decided by the local authority.

Educational Health Care

One important change of the newly revised Code of Practice is the new EHC plan and how it replaces the previous 'Statement of Education'. Please see the Newham's local offer link below for more details

http://www.newham.gov.uk/Pages/Services/Assessment-for-an-education-health-and-care-plan.aspx

How does Ravenscroft Primary School support the emotional, mental and social development of children with SEND?

The SENCo, has special responsibility for Pastoral Care and there is an established system of pastoral arrangement in the school. Children with emotional, mental and social development needs have access to the following support:

- Resilience project – lead by Educational Psychology service
- Oakley projects
- Art nurture group
- Bereavement counselling
- Personalised pastoral support plans
- Identified key worker (teacher or support staff)
- Targeted support from external agencies (Eleanor Smith, RIET, CFCS, Behaviour support services)

I am concerned about my child's progress. Who do I speak to?

- If you have concerns about your child's progress you should speak to your child's class teacher initially. Follow up meetings may be required with the class teacher and the SENCo
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the AHT for Inclusion or the head teacher
- If you are still not happy you can contact the school SEND Governor via a complain form (provided by the Head teacher

How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- share the views of the pupil
- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SENCo's job is to support the class teacher in planning and assessing for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies and/or the school that are relevant to the needs of specific children in their class e.g. from LCIS , Speech and Language service

How is Ravenscroft Primary accessible to children with SEND?

- Much of the building is on one level and therefore accessible to children with physical disability via ramps.
- The new reception classrooms (accessible from September 14) are also on one level and accessible via ramps
- The ground floor of the new year 4/5 building is accessible via ramps and the 1st floor accessible via a lift
- The new Resource Provision is on one level and accessible via ramps
- We ensure that equipment used is accessible to all children regardless of their needs.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.

    If your child has a high level of need:

    - A meeting between the new and current SENCo will take place to ensure all the information about your child's needs and level of support is shared.
    - A transition plan will be shared and discussed with the parent.
    - Additional visits to the new school may be required to allow your child to become familiar and comfortable in their new environment. In some cases staff from the new school will visit your child in this school
    - A transition book will be made containing photographs of their new school and teacher(s) to support their understanding of the move

- When moving classes in school:
  - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IEP will be shared with the new teacher.
  - If your child would benefit from a transition book then one will be made for them.

- In Year 6:
  - The SENCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENCo of their secondary school
  - Focused learning will help your child to understand the changes ahead.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

How will you measure the progress of my child in school? OR How will you know whether my child is making the right level of progress in school?

- Your child's progress is continually monitored by his/her class teacher through work produced and verbal discussions
- His/her progress is reviewed formally every half term
- If your child is in Year 2 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.
- If appropriate, pupils on the Code of Practice (SEN register) will have an Individual Education Plan (IEP) which will be reviewed every term with your involvement, and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- If your child is receiving out of class intervention, their targets are reviewed every half term and both the reviewed target sheet and new targets are given to parents.
- The Assessment coordinator, SENCo and AHT for Inclusion will also monitor levels/data to ensure that your child is making good progress and receiving the correct level of support.

What support do we have for you as a parent of a child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used.
- The SENCo or AHT for Inclusion is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you or, where this is not possible, shared in a report.
- IEP's will be reviewed with your involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Our Family Support Worker is regularly available to discuss any concerns you may have that are impacting on your family e.g. housing, government funding, medical access