



# Ravenshall

all different | all equal | all important

## The School Offer

Providing comprehensive information for parents, carers and children in accordance with the Children and Families Act 2014.

### **How will you support my child or young person with Special Educational Needs and Disabilities (SEND)?**

#### **Who will oversee and plan the education programme?**

The head teacher has responsibility to oversee and plan the education programme, however this responsibility is delegated to the class teacher.

#### **Who will work with my child or young person and how often?**

The class teacher will work with your child on a daily basis to ensure progress is achieved. Educational Support Assistants and Interveners may also have an input.

#### **What will be their roles?**

The role of the class teacher will be to ensure learning is achieved. Other professionals will support the appropriately planned learning programmes. Pupils will be educated in classes of no more than 12 with a teacher and a TA supporting their learning. This is also the maximum number of individuals who can be safely accommodated within the physical size of the school's classrooms as per the initial building/planning requirements. Where classes contain pupils with more significant complex learning (and health) needs, class sizes will reduce to a maximum of 8.

#### **Who will explain this to me?**

We pride ourselves in having very good relationships with parents and carers. Home/ school diaries ensure that parents are kept up to date with day-to-day developments and progress in some cases and all parents are always encouraged to discuss ongoing progress about their child. Teachers are always available to ensure parents are fully informed. Regular communication by letter and through the website also inform parents.

#### **How are the governors or trustees involved?**

Our governors take a keen interest in all aspects of school. Regular, 1/2 termly governor meetings ensure that governors are up to date with all educational approaches and strategies. All governors are attached to a sector of the school as part of our School Council's 'Adopt a Governor' scheme.

#### **Will my child or young person have consistent support from staff known to them?**

Your child will be based in a class group. This class group will be consistent throughout the academic year. Your child will also have the opportunity to work with a wide variety of staff and students in school through topic groups and enrichment activities.

#### **Will staff be given time to plan and prepare materials, activities and lessons to enable my child or young person to access the curriculum?**

Our teachers have access to planning and preparation time to ensure all students learn. Our curriculum is specifically adapted to ensure we apply an effective child centred approach to learning providing a broad, balanced and relevant curriculum meeting your child's needs. This curriculum is reviewed on an annual basis to ensure it meets the needs of all pupils. Special adaptations to the curriculum are made to ensure personalisation and individual circumstances.

**How will you know how effective your arrangements for children and young people with Special Educational Needs (SEN) are?**

Individual target setting for all pupils ensures that progress is tracked throughout the year. Termly monitoring of progress is undertaken to ensure any interventions identified and implemented are effective. Progress of your child is discussed at Annual Reviews and at Parents' Consultation Day. Teachers are available on a daily basis to provide reports of progress if requested by parents.

**How will both you and I know how my child or young person is doing and how will you help me to support their learning?**

**What are the arrangements for assessing and reviewing the progress of pupils with SEN?**

All pupils are set targets as their next step of learning. These targets are regularly reviewed and, once achieved, will be escalated into a more challenging target. We use a technology based database which all teaching staff are able to assess pupil progress.

**What opportunities will there be for me to discuss my child's progress with the staff?**

We hold formal annual reviews and parents' evening where progress will be discussed. Additionally, teachers are available to discuss concerns at any time.

**How will you explain to me how learning is planned and how I can help support this outside of school?**

To assess pupil progress we have annual statement reviews. We provide one parents consultation day through the year and also ensure that contact between home and school is encouraged through the use of home/school diaries. Pupil reports are provided annually.

**How and when will I be involved in planning my child or young person's education?**

Ongoing dialogue and discussion is encouraged between home and school. We have also recently introduced a structured conversation pilot study to ensure that views are sought on an ongoing basis. This process will be disseminated throughout school when the pilot study concludes. Staff are currently undertaking training in the undertaking of 'structured conversations' through the Achievement for All Programme.

**Do you offer any parent training or learning events?**

Parent training events have been offered throughout previous academic years and the school continues to encourage the involvement of parents in training opportunities.

**Will I be able to discuss issues with the Special Educational Needs co-ordinator before my child starts at the school?**

All parents have the opportunity to discuss issues with class teachers before their child's start date. All teachers have extensive knowledge of Special Educational Needs.

**What specialist services and expertise are available at or accessed by the setting, school or college? Do you have any specialist staff and what are their qualifications?**

Teachers qualified in Multi-Sensory Impairment

Teachers qualified in working with pupils who have autism

Teachers and Support Staff qualified in using ELKLAN as a speech and language tool

Teachers and support staff qualified in using Makaton as a communication tool

Teachers and support staff qualified in using BSL as a communication tool

**What other services do you access including health, therapy and social care services to meet the needs of young people and support families?**

**What are the contact details of support services for parents of pupils with SEN, including arrangements made in accordance with Clause 32?**

Locala School Nursing Team – 01924 351555

Locala Physiotherapy / Occupational Therapy team – 01924 512361

<http://www.cht.nhs.uk/services/clinical-services-a-z/clinical-therapy-rehabilitation/childrens-therapy-services/childrens-physiotherapy/>

Locala Speech and Language Therapy Team

<http://www.cht.nhs.uk/services/clinical-services-a-z/clinical-therapy-rehabilitation/childrens-therapy-services/childrens-speech-and-language-therapy/>

Disabled Children's Service- 01484 456847

Learning disability Team- Adult Services- 01484 456997

Kirklees Transitions Team- 01924 482164

Kirklees Respite Care- Orchard View 01924 496783

Cherry Trees 01484 222703

Elm Grove 01484 325635

Manual Handling

Local Authority Contacts:

Penny Townsend - Moving and Handling and Back Care Advisor - ChYPS

[Penny.townsend@kirklees.gov.uk](mailto:Penny.townsend@kirklees.gov.uk) Tel 01484 22 (860)6486

Linda Lock - Group Safety Advisor – KMC Corporate Safety Unit

[Linda.lock@kirklees.gov.uk](mailto:Linda.lock@kirklees.gov.uk) Tel 01484 22 (860)6419

Lynne Clark – Asset Management Officer – ChYPS

[Lynne.clark@kirklees.gov.uk](mailto:Lynne.clark@kirklees.gov.uk) Tel 01484 22 (860) 5249

**How accessible is your environment?**

We offer a purpose built 1 level SEN setting with specialist resources to meet a variety of needs. Facilities include: Sensory Room, wheelchair accessible toilet areas and 3 designated medical needs areas complete with whole room access hoisting.

**How do you communicate with those whose first language is not English or who use alternative communication methods other than the spoken word?**

We use a Total Communication Strategy to meet the communication needs of our students and also employ two Bilingual Support Workers.

**How will equipment and facilities to support children and young people with Special Educational Needs and Disabilities be secured?**

A variety of funding streams can be identified depending on the equipment needed. School works closely with the Local Authority to ensure essential equipment is funded appropriately.

**How will you prepare and support my child or young person to join the setting, school or college, and how will you support them to move on the next stage of education, or move on to adult life?**

**What preparation will there be before my child or young person joins you?**

Ravenshall employ a number of transition strategies dependent on individual pupil needs. All parents and pupils will have visited school and will be invited to participate in a dedicated 'transition day' held in the summer term.

**How will they be prepared to move onto the next stage?**

Transition plans will be drawn up during Year 9 reviews and re-visited during Year 11 reviews. The majority of students will begin the next stage of their learning at 16 by moving into Kirklees College. A smaller number may enter training opportunities in the workplace. For a significant but small number of vulnerable students not yet ready to make the transition, we offer Post 16 placements for a maximum of 2 years with a phased transition into Kirklees College an important element of the provision.

**What information will be provided to their new setting, school or college?**

Discussions take place during the summer term of a pupil's final year at Ravenshall as to the most appropriate provision and course to be studied. Once identified, progress levels and details of qualifications studied are shared and transition visits offered to pupils and their families. College staff will undertake assessments of all students who are confirmed places to assess funding levels and appropriate provision and courses. Connexions will work between the colleges and school and parents to ensure information is made available to ensure appropriate provision and support.

**How will you support a new setting, school or college to prepare for my child or young person?**

Transition meetings support this process at key points in the school year. Effective and relevant transition arrangements are made at specific Key Stages to ensure a smooth process and parents, staff and students are well informed of arrangements.

At Key Stage 4 students are well supported in making decisions for their post 16 education or training. Opportunities are built into the curriculum to ensure liaison and collaborative work with the Careers Service (Connexions). Links with colleges and key members of staff ensure an effective collaborative approach to making the transition to college or alternative provision as smooth as possible.

Most recently, post 16 (Preparation for Adulthood) students have successfully moved on to College provision after further studies to prepare them for adult life. This process is completed in partnership with; parents, Connexions (Careers Service), The Learning Disability Team and service provider representatives to ensure a smooth post 18 transition.

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