

Special Education Needs Information Report 2025 - 2026

Providing comprehensive information for parents, carers and children in accordance with the Special Educational Needs and Disabilities (SEND) regulations 2014 and SEND Code of Practice.

At Ravenshall School, our children and young people are “all different, all equal, all important.” We aim to personalise our offer to meet the individual needs and aspirations of every pupil.

Our pupils access a wide range of provision throughout school and within the local community, enriching both the curriculum and wider development. Our highly trained staff work alongside a range of outside agencies and professionals to plan personalised learning and support that effectively meets the needs of all our children and young people.

What Type of SEND Does Ravenshall School Provide For?

We are a complex needs special school and cater for a range of pupil needs. All of our pupils have learning difficulties coexisting with other needs or diagnoses, as identified in their Education, Health and Care Plans (EHC Plans). These may include:

Area of Need	Condition
<i>Communication and interaction</i>	Autism Speech and language difficulties, e.g. Developmental Language Delay
<i>Cognition and learning</i>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Severe and multiple learning difficulties.
<i>Social, emotional and mental health difficulties</i>	Attention deficit hyperactivity disorder (ADHD) Attention deficit disorder (ADD) Anxiety Disorder
<i>Sensory and/or physical needs</i>	Visual impairment, Hearing impairment, Multi-sensory impairment Physical impairment,
<i>Other</i>	Medical needs Downs Syndrome, DiGeorge Syndrome, Williams Syndrome, Chromosomal disorders

How Do We Consult and Involve Parents/Carers?

We aim to build close working relationships with parents and carers to achieve the best outcomes for all pupils. We communicate with families in a variety of ways:

- **Transition Meeting:** Families are invited before their child starts school to share and clarify key information from the EHC Plan.
- **Parental Consultations:** Held twice yearly (Autumn and Spring/Summer terms) to discuss pupil progress, alongside these meetings we run parent Workshops linked to supporting and informing families.

Autumn term focus is a focus on supporting parents at home with outside agencies like Sensory OT, CAMHs LD team, Northorpe Hall, etc, coming in, as well as staff running workshops on Communication, Online Safety, etc.

Spring/ Summer term focus is on preparing for transitions, external post 16 providers and support services are invited.



- **Annual Reviews:** Parents contribute to and attend the annual review of the EHC Plan.
- **Annual Parent Questionnaire:** Parent and carers have an opportunity to let us know their views on how we as a school are doing.
- **Coffee morning:** We hold half-termly coffee mornings with the support of Parent /Carer Support worker from Northorpe Hall, where families have an opportunity to

We also promote informal collaboration through:

- **Class Dojo App:** Daily communication including photos, videos and comments.
- **Home/School Communication Book:** Used where Class Dojo is not accessible.
- **Holistic Targets:** Shared termly with pupils and families.
- **Ongoing Communication:** Via telephone, email, face-to-face meetings, or home visits where needed.

How Do We Involve Children and Young People with SEND?

We strongly believe that all of our pupils have a voice and place great importance on teaching our pupils how to communicate in a way which is meaningful to them. Not all of our pupils use spoken language to communicate and therefore we teach using a total communication approach which supports pupils to communicate through a range of strategies.

Through 'pupil voice', our young people are involved as much as possible in the development of their own individual learning, through;

- contributing their own views to the annual review process in a way that is meaningful and appropriate to them, including sharing their goals and aspirations, their experiences of school.
- Understanding their holistic and learning targets and being encouraged to play an active role in their own learning.
- Ravenshall School Ambassadors, are pupil representatives from each class that take part in regular ambassador meetings. The School Ambassador meetings are in place so that all pupils have a voice and are involved in decisions about the school that directly affect them and are meaningful to them. Pupils regularly share ideas and influence what is happening across the school, for example events – Christmas fayre, school disco's and the introduction of the school recycling scheme.
- Annual pupil voice - Every year, we ask pupils a series of questions about their feelings towards school, etc.
- Our Year 9 and 10 pupils have a Pathway Options Conversation with staff to discuss their preference for Pathway subjects next academic year.

How Do We Assess and Review Pupils' Progress Towards Outcomes?

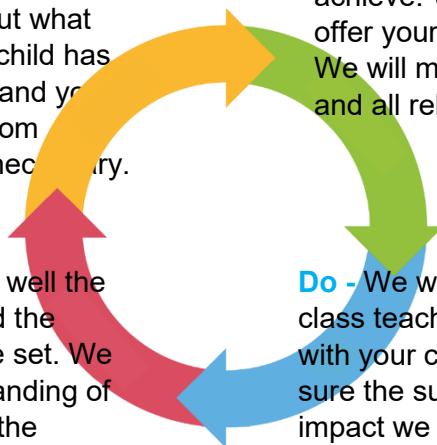
Pupils are continually assessed both formally and informally in order for teachers to plan the next steps of learning, using the four-part cycle of **assess, plan, do, review**.

Assess - If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Plan - In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Review - We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Do - We will put our plan into practice. The class teacher will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.



We set targets and measure all pupils' progress using our own school assessment framework: '**Ravenshall ABC**' for core subjects. We set **holistic targets** to measure progress towards EHC Plan outcomes.

We regularly review the impact of pupils' progress towards learning and targets through:

- teacher assessment and experience of the pupil
- observations of pupils
- other teachers' and support staff views
- views and experience of parents
- pupils' own views
- advice from external support services, if relevant

How Do We Support Pupil Transition and Preparation for Adulthood?

At Ravenshall School we have a *structured, personalised transition programme*. These key transitions and preparation for adulthood are discussed and planned for as part of the annual review process for EHC Plans. *Transition planning begins early and includes:*

Transition for starting Ravenshall

When a pupil's place for starting at Ravenshall is confirmed, transition prior to them starting involves:

- The child or young person is visited in their current provision by our Phase leader and current school share information about progress and interests.
- The child and parents will be invited to meet the Phase Leader and have a tour of the school.
- The child will have several visits with support staff from their current provision to spend time in their new class.
- Sharing any safeguarding information through the transfer of information on CPOMS
- Electronically sharing all professional reports, including annual reviews

Between years

A child may move class within a phase at the end of an academic year. In preparation for the transition for their new class in the summer term transition will involve;

- Meeting their new class with their new teacher at least once.
- Work on change and transition in class as part of the school's PSHE curriculum, communication sessions, etc.

Between phases

When a pupil moves between phases within school, we hold several transition events in school, these include;

- Tours of the next phase and around the new classrooms,
- Opportunities to experience playtimes in the new playground,
- A transition session in their new class with their new teacher,
- For transition from Discovery to Explorers, or Trailblazers to Preparation for Adulthood Phase, parents will also be invited to look around the new department.
- Work on change and transition in class as part of the school's PSHE curriculum, communication sessions, etc.
- Summer School for Year 6 pupils transitioning to Year 7

Preparation for adulthood

When a young person transitions to post 16, 18 or 19 provision from Ravenshall, transition planning starts early so young people and the parents/ carers can make informed choices about their next steps in education, this includes;

- Every young person has a 1:1 session with a Careers Advisor.
- College and alternative provision visits.
- Visits to career fairs and adult speakers coming into school to talk the students.
- Discussions in Annual reviews of options and next steps

- Work on change and transition in class as part of the school's PSHE and life skills curriculum.

In our post 16 Preparation for Adulthood provision, the PfA curriculum has a clear emphasis on: independence; social interaction; communication skills for life and where appropriate independent travel training.

Our Approach to Teaching Pupils with SEN

Teachers are responsible for the progress of all pupils in their class, supported by:

- Small class sizes with teaching assistants
- Personalised learning plans
- A well-differentiated, engaging curriculum
- High quality teaching and learning, which is regularly monitored by senior leaders

We also provide the following specific teaching approaches and programmes (this is not an exhaustive list as approaches are dynamic and change as needed):

- SEND for phonics
- See and learn vocabulary programme
- Speech and language therapy programmes as advised by the speech and language team
- Multi-sensory teaching
- Total communication approach
- Functional skills application approaches
- Colourful semantics
- Numicon
- Attention autism
- TEACCH
- Cued Articulation

Adaptations to Curriculum and Learning Environment

At Ravenshall we offer an inclusive curriculum which ensures equality of opportunity, enabling access to all aspects of the curriculum irrespective of gender, race, disadvantage or disability. We want to foster a love of learning for all our pupils that will stay with them throughout their lives. Our aim is that our pupils are healthy, safe, and enjoy and achieve in all areas of their learning.

Our pupils are encouraged to take part in learning activities as individuals, as part of a group and as part of the whole school. Each pupil is treated as an individual and is a valued member of our school, encouraged to work towards their aspirations.

Our specialised curriculum, taught by experienced teachers and support staff enables all pupils to achieve at their own pace. We believe in having a positive approach towards school life, a "can do" attitude and to encourage our pupils to be as independent as possible within their learning and development of future life skills.

Our curriculum intent is implemented through two pathways;

- **Semi-Formal pathway** is suitable for learners who are working at non-subject specific level and our working towards the Engagement Model Framework. As learners progress through the Key Stages on the Semi-Formal pathway the curriculum moves towards a life skills focus.
- **Formal pathway** is suitable for learners who are working within subject specific levels of the National Curriculum. As formal learners move through the Phases, they work towards accredited qualifications, these include; AQA Unit Award Schemes,

ASDAN certificates and diplomas, Entry Level and GCSE qualifications, Arts Award, Duke of Edinburgh, etc. Please see Curriculum information on our school website for more details.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, sloped boards, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using a total communication approach so that all children can access information appropriately.

Additional Learning Support

Where appropriate additional support in the form of resources, interventions and strategies will be implemented to support pupils in key areas of learning including social and emotional, physical, sensory, behavioural and communication.

We have educational teaching assistants (ETAs) who are trained to deliver a range of interventions, and who support pupils on a 1:1 and smaller group basis within the class when required. The number of ETAs allocated depends on the needs of the children in the class.

We also work closely with a range of specialist agencies and professionals to provide individualised support for identified pupils.

Expertise and training of staff

Due to the complex nature and profile of children across the school, all staff have a comprehensive programme of training and support. Within school our staff have a wide range of backgrounds, experience, qualifications and training. Staff take on lead roles in their specialist areas to provide in house support and training to others. Examples of some of these specialisms include;

- Makaton
- ELKLAN – language and communication
- Positive Handling Physical Intervention
- Mental health first aid
- Intensive interaction
- Forest school

Continual Professional Development (CPD) is a valued and integral part of Ravenshall School. As a special school we encourage staff to meet the needs of all our pupils and actively encourage them to develop their knowledge and skills further through additional training as required.

Equipment and Facilities

Equipment and additional resources are provided to support the learning where required, in consultation with staff and the leadership team. A variety of funding streams can be identified depending on the equipment needed to support this.

Evaluating Effectiveness of SEN Provision

At Ravenshall we recognise the need to monitor and evaluate all aspects of our work. In this way we aim to constantly improve the quality of our provision to meet the needs of all pupils. We evaluate the effectiveness of provision for pupils by:

- Holding annual reviews for all pupils to monitor their EHC plan
- Regular evaluation of teaching and learning and the environment
- Internal and external standardisation and moderation of pupils' learning/ work
- Evaluation and review of the School Development Plan.
- Questionnaires to gather feedback from staff, pupils and families
- Staff performance management
- External monitoring visits such as Peer Reviews and KLP visits
- Ofsted,
- National accreditations, for example Investors in Pupils, My Happy Minds, etc

How are pupils with SEN enabled to engage in activities?

All pupils are included in enrichment activities (e.g. sports day, school plays, trips). Our school environment is fully accessible and safe. See our Accessibility Plan online.

Support for Improving Emotional and Social Development

Pastoral support is a key element in supporting our pupils' emotional and social development. Staff are positive, proactive and caring, demonstrating an understanding and detailed knowledge of the pupils' wider needs and work alongside families to ensure the right support is provided for them.

We use Zones of Regulation as a framework for supporting pupils to identify how they feel and ways to self regulate and every classroom has a 'Regulation Area' with resources to support and facilitate this.

We have a highly skilled and experienced Inclusion team who support many of our pupils to manage their social, emotional and behavioural needs for example through interventions and restorative work.

Our learning environments provide a nurturing safe space where pupils feel valued and safe. We also offer sensory regulation spaces and have regulation support plans and sensory passports in place for pupils who need additional support with the emotional wellbeing. We work closely with a Sensory Occupational Therapist to identify regulation and sensory needs and put sensory passports in place.

The achievements of pupils, however small, are rewarded and appropriately praised, through a range of reward strategies including the whole school Class Dojo system.

Staff provide pupils with opportunities to develop appropriate social skills where an understanding of social relationships may be developed. Pupils are provided with opportunities to make a positive contribution to their family, class, school and community. They are provided with opportunities to experience the world of work through our work related learning curriculum, jobs in class, Ravenshall job centre, working roles in school and work experience within the wider community to make them feel valued.

Working with Other Agencies

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologist
- Occupational therapists
- Physiotherapists
- Sensory OT
- GPs or paediatricians
- School nurse/ Health Care Assistant

- Dietician
- Visually Impaired Service
- Hearing Impaired Service
- Child and adolescent mental health services (CAMHS), including the Learning Disability Team
- Social services including the Children with a Disabilities Team and other local authority (LA)-provided support services
- Voluntary sector organisations

The school works collegiately with a range of health and care professionals. The school has transparent referral systems for parents to access support as needed and this is shared with all parents when they join the school. Parents are encouraged to contact the school to discuss any support needs they have in the first instance and advice will be provided on the best placed agency to support.

Admissions

Ravenshall is classified by the Local Authority as a special school which caters for children with complex needs from age 4-19 years. Admissions to the school are arranged via the Local Authority EHCP Team.

Support Services for Parents of Pupils with SEN

There is a range of local support services available to support our pupils and their families, these include:

[Kias](#)

[PCAN](#)

[Kirklees Families Together \(Early Help Support\)](#)

[Children with a disabilities team](#)

[CAMHS](#)

[Locala](#)

[Homestart Kirklees](#)

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

The Inclusive Provision Lead or Family Wellbeing Officer can also provide signposting information.

The Local Authority Local Offer

The local offer sets out what provision a local authority expects to be available for children and young people in the area with Special Educational Needs and/ or disabilities.

The local authority work with parents, young people, schools, colleges, early years providers and health services to produce the local offer in a way that can be accessed quickly and easily. Ravenshall School is based in Kirklees, the majority of pupils are from Kirklees. Our local authority's local offer can be found here: <https://www.kirkleeslocaloffer.org.uk/>

We also take a small number of pupils from other authorities, their local offers can be found here:

Bradford: <https://localoffer.bradford.gov.uk/>

Calderdale: <https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send>

Leeds: <https://leedslocaloffer.org.uk/#!/directory>

Wakefield: <https://wakefield.mylocaloffer.org/Home>

Handling Complaints

Parents are encouraged to share any concerns they may have as soon as they arise, initially with their child's class teacher, so that we can work our way through them together. Where they feel this has not been addressed there is a complaints policy which outlines clear procedures which will be followed, this can be found on our website.

Complaints about the provision being made for children in the school are dealt with under the school's complaints procedure. This procedure encourages effective communication in order to manage any concerns in a timely manner and prevent them from escalating.

Complaints about an EHC plan and the provision described in that plan should be directed to the Local Authority SEN team: ehcp.team@kirklees.gov.uk

Contact Details

Headteacher: Rik Robinson

SENDCo: Charlotte Maclean, the Inclusive Provision Leader.

Governor with responsibility for SEND: Chair of Governors: Sarah Hoffmann

All governors act in this role and are required to have an excellent understanding of issues relating to pupils with SEND.

Email: office@ravenshall.org

Telephone: 01924 456811

Updated: September 2025

To be reviewed: September 2026



Ravenshall

all different | all equal | all important

Glossary

- **Annual Review** – Yearly meeting to review a pupil's EHC Plan
- **Area of Need** – Communication, Cognition, Sensory/Physical, or SEMH
- **CAMHS** – Child and Adolescent Mental Health Services
- **EHC Plan** – Education, Health and Care Plan outlining a child's needs
- **Holistic Target** – Termly outcomes linked to four areas of need
- **Intervention** – Targeted short-term teaching strategies
- **Local Offer** – Local authority service directory for SEND support
- **Outcome** – Improvement goals for pupils (not just academic)
- **PfA** – Preparation for Adulthood
- **Ravenshall ABC** – Our internal pupil assessment system
- **SENDCo** – Special Educational Needs and Disabilities Co-ordinator
- **SEND** – Special Educational Needs and Disabilities
- **SEND Code of Practice** – Statutory guidance for supporting children with SEND
- **SEN Information Report** – School's published summary of SEND support
- **Transition** – A move between phases, schools or stages of life