

Special Education Needs Information Report

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' therefore we aim to personalise our offer to meet the individual needs and aspirations of everyone.

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

The kinds of SEND that are provided for

We are a complex needs special school and cater for a range of pupil needs. All of our pupils have learning difficulties coexisting alongside other needs/ diagnosis. These are identified in each pupil's Educational Health Care Plan (EHC Plan) and may include:

- Communication and interaction, for example Autism, specific speech, language and communication needs.
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example visual impairment, hearing impairment, processing difficulties, epilepsy
- Downs Syndrome, Chromosomal disorders, Williams Syndrome, DiGeorge Syndrome

Consulting and involving pupils and parents

Arrangements for consulting parents of children with SEND and involving them in their children's education

We aim to have a close working relationship with parents and carers to ensure we meet the outcomes and aspirations for all our pupils. We communicate with parents in a variety of ways;

- Class Dojo (an online app) is used to communicate with parents on a daily basis. Progress is shared through photos, videos and comments.
- Where families do not have access to the Class dojo app, a home/ school communication book is used to share information between school and home.
- Holistic targets are implemented termly and shared with pupils and parents through an individual learning plan.
- We hold a formal parents consultation yearly and informal open sessions throughout the year.
- Teachers will regularly make contact with families via telephone, email or face to face (including home visits if required). Parents/carers are welcome to request a discussion with teachers at any time through the year.
- Parents are asked to contribute to the Annual Review process of the EHC Plan yearly, through providing contributions and attending the annual review meeting.

Arrangements for consulting young people with SEND and involving them in their education.

We strongly believe that all of our pupils have a voice, they 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.

- Knowing their holistic and learning targets and being encouraged to play an active role in their own learning.
- School ambassador meetings regularly to share ideas and influence what is happening across the school, for example events – open afternoons, Christmas fayre and the introduction of the school recycling scheme

Assessing and reviewing 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**.

We set targets and measure all pupils' progress using our own school assessment framework: 'Ravenshall ABC' for core subjects. Holistic targets 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

Supporting pupils moving between phases and preparing for adulthood

At Ravenshall School we have a clear transition programme for each phase of pupil transitions and where necessary this is individualised. These key transitions and preparation for adulthood are discussed and planned for as part of the annual review process for EHC Plans.

Transition for starting Ravenshall involves;

- The child or young person is visited in their current provision and staff share information about progress and interests.
- The child and parents will be invited to meet the Key Stage Leader and have a tour of the school.
- The child will have several visits with support staff from their current provision to spend time spent in their new class.

When a pupil moves between key stages 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 key stage playground,
- A transition session in their new class with their new teacher,
- For transition from primary to secondary, or secondary to our PfA, parents will also be invited to look around the new department.

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;

- C and K Careers advisor visits school on a regularly basis to discuss future options and follow a programme focusing on readiness for the next steps (college applications, interview preparation).
- College and alternative provision visits.
- Visits to career fairs and adult speakers coming into school to talk the students.

In preparing for adulthood, 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 and accountable for the progress and development of all the pupils in their class.

This includes:

- Small classes based on need, staffed with a teacher and educational teaching assistants (where appropriate this may be a nursery nurse or activity support assistant).
- Personalised programmes to secure engagement from all, through individualised holistic learning plans.
- A revised curriculum which provides breadth and balance and is well differentiated to take into account different learning styles and pupil interests and match to meet their individual needs.
- High-quality teaching, which is regularly monitored by senior leadership and subject leaders.

Adaptations to the 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.

The Semi-Formal pathway is suitable for learners who are working at non-subject specific level or slightly above. As learners progress through the Key Stages on the Semi-Formal pathway the curriculum moves towards a life skills focus.

Our Formal pathway is suitable for learners who are comfortably at subject specific level and working within the national curriculum. As formal learners move through the Key Stages, they work towards accredited qualifications e.g AQA Unit Award Schemes, ASDAN certificates and diplomas, Entry Level and GCSE qualifications.

Additional support for learning

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 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.

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

Expertise and training of staff

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
- Care and control

- Mental health first aid
- Intensive interaction
- Autism
- PECs
- Forest school
- Art therapy
- The Head Teacher and 2 teachers are Specialist Leaders in Education.

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.

Securing 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 the 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 centre of Excellence Plan, including action plans
- 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 ELKLAN Communication Friendly School Status, Investors in Pupils.

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 have a highly skilled and experienced behaviour and 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 a sensory regulation room and have regulation support plans and sensory passports in place for pupils who need additional support with the emotional wellbeing.

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 through which 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 jobs in school and work experience within the wider community to make them feel valued.

Working with other agencies

We have access to a range of services to support our pupils and their families. We have close working relationships which lead to regular input from Speech and Language Therapy, Occupational Therapy, Physiotherapy, Educational Psychologist, Sensory Occupational Therapist, CAMHs LD team and medical professionals and social care and other professionals which may provide support in making a positive impact on our pupils.

Complaints about SEN provision

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

Contact details of support services for parents of pupils with SEN

There is a range of support services available to support our pupils and their families, these include Kias and Pecan. Some of these services can be found on our website. The Inclusive Provision Lead or School Safeguarding Team can also provide signposting information.

Contact details for raising concerns

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

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>

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