

**Ravenbank Primary School**

**Special Educational Needs & Disability (SEND) Information Report  
2022/2023**

**Review Date: September 2023**

**This document aims to provide parents with all the information they need regarding special educational needs and disability provision at our school, it should read in conjunction with our SEND Policy. We hope these documents give parents an understanding of SEND provision at Ravenbank but we would welcome parents contacting school directly for more detailed information.**

**School SENDCO: Mrs Julie Greenwood**

**Contact via the school office. Tel. 01925 753926**

**Email: [ravenbank.primary@thebeamtrust.co.uk](mailto:ravenbank.primary@thebeamtrust.co.uk)**

**Governor responsible for SEND: Mrs Lesa Sadeghi**

**Contact via the school office. Tel.01925 753926**

**Email: [ravenbank.primary@thebeamtrust.co.uk](mailto:ravenbank.primary@thebeamtrust.co.uk)**

**For any complaints please refer to our complaints procedure in the Statutory policy section of our website or contact the school office for further advice.**

**For further information concerning Warrington Local Authority, please go to**

**<https://www.warrington.gov.uk/localoffer/>**

## **Ravenbank Primary School**

### **Special Educational Needs & Disability (SEND) Information Report 2022-2023**

**Our Mission Statement  
Working together to achieve success**

**Our Core values  
Friendship, Perseverance, Trust, Respect**

RAVENBANK PRIMARY SCHOOL IS A **MAINSTREAM** PRIMARY SCHOOL WITH  
AN INCLUSIVE ETHOS

Ravenbank Primary School is committed to removing barriers to achievement for children who may require additional provision and resources to support their learning. We are an inclusive school as illustrated by our SEND report and believe that all children, including those identified as having special educational needs or a disability, have a common entitlement to a broad, balanced academic and social curriculum. This should be accessible to them and fully include them in all aspects of school life. We achieved the accredited Inclusion Quality Mark 2019 in recognition of our inclusive approach to teaching and learning and have also been awarded the Warrington Committed to Inclusion mark in 2022.

Children with special educational needs have learning difficulties or disabilities that may make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

#### **Provision at Ravenbank Primary School**

We provide support for our pupils across the four areas of needs as laid out in the SEND Code of Practise 2014.

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, mental and emotional health
- 4) Sensory and/or physical

#### **How does the school know if children need extra help?**

At Ravenbank Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school settings
- Child performing below 'age related' expectations
- Concerns raised by a parent

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- Concerns raised by a teacher: for example, if behaviour or self- esteem is affecting performance
- Liaison with external agencies e.g. for a physical / sensory issue, speech and language
- Use of tools for standardised assessment such as: Language Link, Sandwell Numeracy, Dyslexia Portfolio
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified

## **1. How do I raise concerns if I need to?**

Talk to us – contact your child’s class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs Co-ordinator: Mrs Greenwood) or our Assistant Headteachers (Mrs Baxter and Mrs Poole). Appointments can be arranged in person, by phone or by email.

## **2. How will the school support my child?**

Who will oversee, plan and work with my child and how often?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our SENDCo will oversee the progress of any child identified as having SEND
- There may be a TA (Teaching Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child’s bespoke programme of learning and is reviewed and updated during pupil progress reviews.

Who will explain this to me?

- The class teacher will meet with you formally on at least a termly basis, in order to discuss your child’s progress and the support that they are receiving
- Class teachers are always happy to discuss your child’s needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
- An appointment can be made with the SENDCo to discuss support in more detail if required
- Pupil Profiles will be written in consultation with children and parents and will be reviewed on a termly basis

## **4 What support will there be for my child’s overall well- being?**

What is the pastoral, medical and social support available in the school?

- We are an inclusive school that holds a child’s emotional and social development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class

How does the school manage the administration of medicines?

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- The school has a policy regarding the administration and management of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis, the administrative team generally oversees the administration of any medicines. Another member of staff or the child (if appropriate) will always witness any administration
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- The vast majority of staff hold first aid qualifications, which are updated regularly.

How will my child be able to contribute their views?

- Children who have a Pupil Profile or IBPs (Individual Behaviour Plan) discuss their progress and targets when these are reviewed, as well as at termly learning review meetings
- If your child has an EHCP, their views will be sought before any review meetings
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto the school council, as well as hold other positions of responsibility, by their class or teachers.

## **5. How accessible is the school environment?**

- Please refer to our 'Accessibility Plan' (available on the school website)
- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and two disabled parking bays are available in the staff car park
- Accessible toilet facilities are available both by the main reception and at the lower end of the school (there is also a shower available)
- A sound field system has been installed in the hall. There are two mobile surround systems available for classroom use.

## **6. How will the curriculum be adapted to match my child's needs?**

- The long term curriculum plans are available to parents on the school website
- All learning activities within class are planned and adapted, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate

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- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon
- The SENDCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the SENDCo.
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

#### **How will we know if this has had an impact?**

- Ensuring that the child is making progress academically against national / age related expectations and that the gap is narrowing between them and their peers
- Reviewing children's targets in Pupil Profiles and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

### **7. How will I know how my child is doing and how will you help me support my child's learning?**

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

- You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Your child may have a Pupil Profile that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning review
- When the child's Pupil Profile is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may have an EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

### **8. How does the school know how well my child is doing?**

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at EYFS through to Year 6, using a variety of different methods. Please ask the school if you require any further details

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- Pupil Progress Meetings are held each term between each class teacher and the Deputy Headteacher / Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- At Ravenbank, we carry out a Language Assessment (Language Links) on some of our children upon their entry to EYFS. Children with language difficulties are re-assessed at key points to enable us to monitor progress
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example The Wide Range Intelligence Test (WRIT), The Wide Range Achievement Test (WRAT), The Test of Word Reading Efficiency (TOWRE) and The Comprehensive Test of Phonological Processing- 2 (CTOPP)
- The Headteacher and SENDCo report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the SENDCo and attends briefing sessions They also report back to the Governing Body

**9. How will my child be included in activities outside the classroom, including educational visits and residential?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

**10. How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Reception, a series of welcome videos are available on the school website and the children spend a full day in small groups with their class teacher and Teaching Assistant in early September
- A transition form is sent to all pre-schools and other schools prior to children transferring to Ravenbank. The teachers will visit settings where it is felt there is a need

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- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is shared and all needs are discussed and understood
- If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support a smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

**11. What specialist services and expertise are available at or accessed by the school?**

- Our SENDCo has achieved the National SENDCo Accreditation
- Our SENDCO also has completed a Postgraduate qualification in Specific Learning Difficulties, Dyslexia
- Our 'Speech and Language Lead' has attended an extensive number of speech and language courses/programmes
- Our 'Behaviour Support' lead was previously employed by the Local Authority as a specialist in behaviour and support
- A large number of staff have attended a 'Lego Therapy' session and have implemented 'Lego Therapy' to a small number of children.
- Staff have received ADHD training and support
- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Health services including: GPs, school Health Advisers, CAMHS (Child and Adolescent Mental Health Service), Clinical Psychologist, Paediatricians, Speech and Language therapists, Occupational and Physiotherapists; Children's Services including: Social Workers; Educational Psychologists and Specialist Advisory Teachers.

**12. What training have the staff supporting children with SEND, had or are currently having?**

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- Recent training has included: SENDCO Network Briefing, Warrington Safeguarding Partnership, Bereavement, Team Teach, Trauma Informed Practice, ADHD training, The role of the teaching Assistant and Autism

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### 13. Who can I contact for further information?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy and the Accessibility plan. This can be found on the policy page of the school website
- Further information is available from the SENDCo (Mrs J. Greenwood), Headteacher (Mrs L. Sweeney), or the SEN Governor (Mrs L. Sadeghi)
- The school has a complaints policy, which is available on the policy page of the school website
- You might also wish to visit the following websites:

Warrington County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at:

<https://askollie.warrington.gov.uk/localoffer/site/index.php>

Parent Partnership Service: <http://warringtonsendiass.co.uk/>