



THE  TRUST

**Ravenbank Primary School**

SEN information report 2024/25

This document aims to provide parents with all the information they need regarding special educational needs and disability provision at our school, it should be 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 Rhian Hill 01925 752142

Governor responsible for SEND: Mrs Lesa Sadeghi

For any complaints please refer to our complaints procedure in the statutory policy section on 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/>

## About Us

Ravenbank has recently reduced its intake numbers to become a one form entry mainstream community primary school. This change is reflected in the current Reception cohort, with other year groups still being two form entry. Ravenbank has a well-established reputation for being a friendly and welcoming place with high academic and behaviour standards. We are an active, forward-thinking school with a committed team of teachers who have developed a corporate approach to planning and implementing a creative curriculum, where real learning and achievement takes place. We are an inclusive environment that caters for a variety of needs and learning styles.

Ravenbank Primary School is committed to removing barriers to achievement for children who may require additional provision and resources to support their learning. Our mission statement is 'Working together to achieve success'. We work in collaboration with external agencies to support pupils with SEND and in 2024 achieved a 'Committed to Inclusion' award.

## 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.

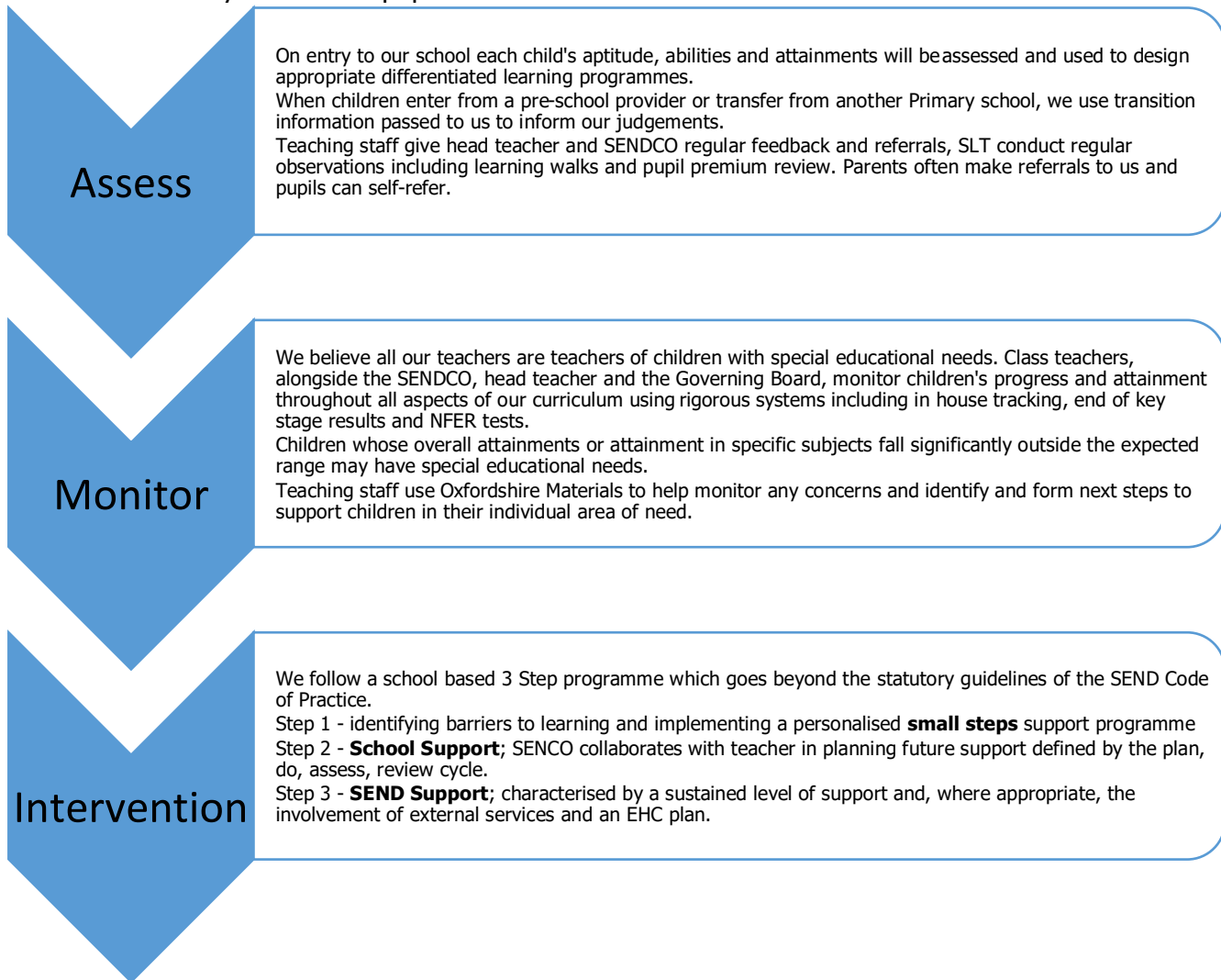
- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, mental and emotional health
- 4) Sensory and/or physical

Currently our provision map for SEND across school stands at

<b>Area of need</b>	<b>Percentage of SEND pupils accessing support in this area*</b>
Communication and interaction	23
Cognition and learning	73
Social, mental and emotional health	40
Sensory and/or physical	5

\*some SEND children may be accessing more than one intervention across different areas of need.

## How do we identify and assess pupils with SEN?



Throughout the three steps of intervention parents work in partnership with the school to ensure they are kept fully informed of their child's progress and attainment and feel confident of the support in place.

## How do we provide for pupils with SEN?

- Physical environment – All areas of the school building are wheelchair accessible and there is one disabled toilet and a disabled parking bay.
- The school provision map highlights any gaps in provision and funds/resources are allocated accordingly. We work with the other schools in The Beam Trust to share expertise, resources and good practice. We regularly engage with specialist outreach programmes to access specialist advice and skills. Staff training is reviewed annually based on the current needs of pupils. We provide a sensory diet for those children who need it and make extensive use of our outdoor environment to promote the importance of play and benefits for mental health.
- Support - The class teacher, in consultation with the SENDCO, parents and young person will discuss and plan the education program. The effectiveness of this will be monitored over time and progress will be reviewed at least termly. The class teacher will continue to inform parents of pupil progress when necessary and will update the SENDCO where appropriate. The Governors will continue to monitor the progress of SEND pupils. Our school behaviour policy exemplifies our approach to positive behaviour reinforcement and we work closely with a number of agencies to further support our young people including CAMHs, SLS, Breakthrough Education, SALT and Educational Psychologists. Our approach to the use of additional adults within the classroom is fluid, the support goes where it is needed and this may change during an academic year. We do not have

additional adults working in a 1:1 capacity with our pupils except in very exceptional cases where a short-term need has arisen or a specific curriculum provision is in place.

- Curriculum - Following detailed assessment of the pupil, the class teacher, in consultation, with the SENDCO will decide upon the best support available and will timetable support for the child. Teachers plan lessons according to individual pupil needs and an 'individual plan' is generated in consultation with parents and pupils. This profile details specific targets, resources and support on an individual basis. School will use the designated SEND budget to meet these needs. This may be more appropriate on a 1:1 basis or as small group intervention, additional adult support will complement the work of the teacher. Personalised provision will also be supplied through adapted resources and interventions. Support will change according to the ongoing review of need and this will be discussed with parents/ guardian/child/ and carers.
- Our approach to teaching and learning - School endeavours to include all pupils in all activities and will work closely with parents/ carers to ensure any barriers to participation are removed. Risk assessments will be shared with pupils and families to ensure correct provision is in place where necessary. School SENDCO attends regular SEN training through network meetings and external providers to maintain up to date knowledge of SEN practice. Training is also implemented to meet the needs of any children with SEND. Provision mapping identifies training needs on a termly basis. The SENDCO holds a PGDiploma on Attachment, Trauma and Mental Health in Children. As part of this qualification we are developing our SEND and Behaviour policies to be based on the theory, and the implementation of, trauma informed practice and the impact that ACEs (adverse childhood experiences) have on learning.
- Social, emotional and mental health – We make sure, through our PSHE curriculum and by the highlighting of SEMH in all areas of the curriculum, that our pupils both understand and celebrate that principle. We equip our pupils with values and experiences that ensure that individuality is recognised and celebrated.
- Transition - School works closely with local pre-school providers, Lymm High School and any other relevant educational setting to ensure smooth transition for all pupils. Transition arrangements are created to meet the individual needs of pupils and parents are encouraged to accompany pupils where appropriate, School ensures formal and informal meetings are held to share knowledge, data, progress and any other relevant information/documentation with the receiving school so that a complete picture of each student is shared.
- Specialist services - We work with a range of services including
  - Educational Psychologist
  - Speech and language support
  - Occupational Therapy
  - Physiotherapy
  - Inclusion team Teachers for Learning
  - Sensory Support
  - Orthoptist
  - School Health
  - ADHD Foundation
  - Counselling Services
  - Social Care support services
  - Staff attend training based on pupil need as required.
  - School Link Service (mental health service)
  - Early Help partnership

What successful interventions do we run?

- Speech and language interventions
- Phonics interventions
- IDL maths, reading and spelling programmes – dyslexia friendly numeracy, spelling and reading skills support programme
- ELSA
- Personalised curriculums allow pupils to make progress across all curriculum areas – evidence collected from book scrutiny, learning walks, pupil voice as well as attainment data.
- SLS support interventions
- Play therapy
- WELLCOMM assessments and interventions

How are parents included in their child's learning journey?

Class teachers will share, discuss, and review progress and targets with parent/ carers and the young person at regular intervals. Communication diaries are sometimes used to further support home school learning and there will be an annual review of progress for children with an EHCP. Parents may be invited to attend training events to support further learning and there will be open lines of communication between school, home and support services.

Parents will be informed of our home school agreement which details the expectations of everyone involved in school. Parents are partners in their child's education and will be encouraged to access school events and be involved in school life. Staff are available to discuss concerns either informally at pick up/drop off times or parents may request a formal appointment. We welcome parental support within school and would ask you to contact the school office for further information.

We ensure that any information we share is available in a range of formats so that it is accessible to all pupils and parents. We can translate into different languages, use voice recordings to narrate and make arrangements for any visual requirements.

What training have staff received?

Date	Training	Who
2023 -24	Senco network	RH
	ELSA	LT
	WELLCOMM	TS
	Mental health conference	RH
	Autism in schools	RH
	DFE Mental Health	RH
	SEND Conferences	LS, RH
	SALT	TS, TF
	Rosenshine's Principles	All staff
	Metacognition- developing independence	All staff
	Quality First Teaching	All staff
	Autism Awareness	RH
2024 - 25	ELSA supervision	LT
	MA(SEND)	RH