

East Ravensdale Church of England Primary School SEND information report 2015-16

<p>The kinds of SEN that are provided for</p>	<p>Additional and/or different provision is currently being made in school for children with a range of needs, including:</p> <ul style="list-style-type: none"> • Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, • Sensory, Medical and Physical –sensory processing difficulties • Communication and Interaction – autistic spectrum condition, speech and language difficulties.
<p>Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools only)</p>	<p>Through regular assessment we monitor progress to ensure children are making expected progress. When children are making less than expected progress, which can be characterised by progress which:</p> <ul style="list-style-type: none"> - is significantly slower than that of their peers starting from the same baseline. - fails to match or better the child’s previous rate of progress. - fails to close the attainment gap between the child and their peers. - widens the attainment gap. <p>Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENCo would gather information about incidents occurring, at what time of day, during which lessons and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. See SEN policy for further information relating to behaviour support. (available on this website)</p> <p>Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.</p> <p>At East Ravensdale a range of specific, more specialised tests are used (usually by a specialist teacher) to assist in the identification of an individual child’s needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions:</p> <p>To obtain further understanding of a child’s learning difficulties, we may use:</p>



	<ul style="list-style-type: none"> - Salford Sentence Reading and Comprehension Test - SPAR Spelling Test - Phonological Assessment Battery (PhAB) - Neale Analysis of Reading Ability - Meares-Irlen Assessment (or Intuitive Overlays) - Wilkin's Rate of Reading Test - Dyslexia Screening Test (DST) - Dyslexia Early Screening Test (DEST) - Early Years Easy Screen (EYES) - Sentence Completion Test - Maths Screening Assessment - Basic Number Diagnostic Test <p>Other specialised assessments which may be used in school to identify barriers to learning include:</p> <ul style="list-style-type: none"> - Social, emotional, behavioural checklists – e.g. Stirling Children's Wellbeing Scale, Strengths and Difficulties Questionnaire, Southampton - Observation schedules e.g. for behaviour, concentration, attention. - British Picture Vocabulary Scale (BPVS) - 'Developmental Dyspraxia' – assessment form Madeleine Portwood book - Assessment of Hand and Fine Motor Skills.
Arrangements for consulting parents of children with SEN and involving them in their children's education	Teaching staff and the SENCo make themselves available most evenings to talk to parents and carers informally. Teaching staff are available for a more formal consultation if given notice. We feel it is very important to listen to, and act on, parents concerns. During parents consultations parents meet with the SENCo to discuss their child's education. Progress and outcomes are also discussed during consultation meetings with our external specialist teachers.
Arrangements for consulting young people with SEN and involving them in their education	Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their NC levels and the challenging targets set to support their development.
Arrangements for assessing and reviewing pupils' progress towards outcomes. This should include the opportunities available to work with parents and young	<ul style="list-style-type: none"> • evaluation of pupil provision x3 times yearly • tracking of pupil progress in terms of National Curriculum levels – 5x yearly • a cycle of consultation meetings, based on the plan-do-review model takes place throughout the year for children involved with our Educational Psychology service or specialist teachers



<p>people as part of this assessment and review</p>	
<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>	<p>When children join the school in Early Years we visit their pre-school provider and offer a home visit. We have a number of transition days to become familiar allow the children to become familiar with Ravendale. We also encourage children to attend our weekly playgroup. Children moving onto year 7 have a number of taster days before the summer in their new school. If a child needs extra support in transition we work closely with the high school in question.</p>
<p>The approach to teaching pupils with SEN</p>	<p>The fundamental aim of our school and the very reason for our existence, is to enable each child to be all that they can be – to embrace and fulfil their unique potential Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children’s motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning. Quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve; the impact of this is apparent in the results obtained in national tests at the close of each key stage information relating to results obtained over recent years is available on this website Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENCo and all staff members have important day-to -day responsibilities. All teachers are teachers of children with SEND A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child’s SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children’s understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively At East Ravendale, we aim to identify children with particular needs as early as possible; assessment of need</p>



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<p>How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN</p>	<p>All extra-curricular activities (listed on this website) are available to all our children - before and after school care is available to all our children.</p>
<p>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying</p>	<ul style="list-style-type: none"> • Specialist advice from our teacher for children with social communication/interaction difficulties • specialist advice from our Educational Psychologist • specialist advice from colleagues at CAMHS/Barnardos
<p>How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</p>	<p>The school refers any speech and language therapy concerns to the NHS team</p> <p>External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of the Educational Psychology Service. In addition, school may seek advice from specialist advisory teachers from NELC for children with sensory impairment or physical/medical difficulties or social communication difficulties.</p> <p>School in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children - school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.</p> <p>Our School nurse is available for advice and attends meetings in school on request following referrals to the service made by school.</p> <p>Liaison meetings with pre-school group are held in the summer term before children enter our Reception classes. Liaison with other nurseries in the area also occurs.</p>



<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>	<p>It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:</p> <ul style="list-style-type: none"> • the complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved, - the complaint is dealt with by the SENCo. If there is still no resolution • the Head teacher should become actively involved (if the HT is not the SENCo) • if the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors - the Governing Body will deal with the matter through their agreed complaint resolution procedures • in the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.
<p>Named contacts within the school for when young people or parents have concerns</p>	<p>The SENCo is currently Mr Mottram who may be contacted via the school office, by phone (01472 859715) or email (head@eastravendale.co.uk)</p>
<p>The school's contribution to the local offer and where the LAs local offer is published</p>	<p>The school's local offer is published on its website. The county local offer may be found at: http://www.nelincs.gov.uk/resident/family-information-and-children-s-centres/localoffer</p>

