



Special Educational Needs and Disabilities at Ravensdale

At some time in their school career, your child may need some help which is different to that required by most of the other children in their class. Examples of this are:

1. There is a bereavement in the family and a child needs specialised help to cope with their feelings.
2. A child is making little progress in reading and needs a specialised programme and some 1-1 support.
3. The behaviour of a child becomes particularly difficult to manage and parents and school work together to help the child.
4. A child wears a hearing aid and his seating position in the classroom must be carefully considered in every lesson.

All of the above and many more come under the umbrella term of special educational needs and disability. At Ravensdale Junior School we endeavour to provide effective support for these children and their parents.

Who can I talk to in this school about my child's difficulties with learning or behaviour?

The Class Teacher: responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Writing Pupil Progress targets/Special Educational Needs Plans (SEND plans), and sharing and reviewing these with parents once each term, as well as planning for the next term. Specific teaching and learning for your child as identified on the class provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCo, Miss S. Hayford: responsible for

Developing and reviewing the school's SEND policy.

Co-ordinating all the support for children with special educational needs or disabilities (SEND)

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing.

Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.

Updating the school's SEND list (a system for ensuring that all the SEND needs of pupils in this school are known), and making sure that records of your child's progress and needs are kept securely.

Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible

The Head teacher: responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher ensures that the Governing Body is kept up to date about issues relating to SEND.

The School Governors: responsible for

- Ensuring that the necessary support is given for any child with SEND who attends the school.

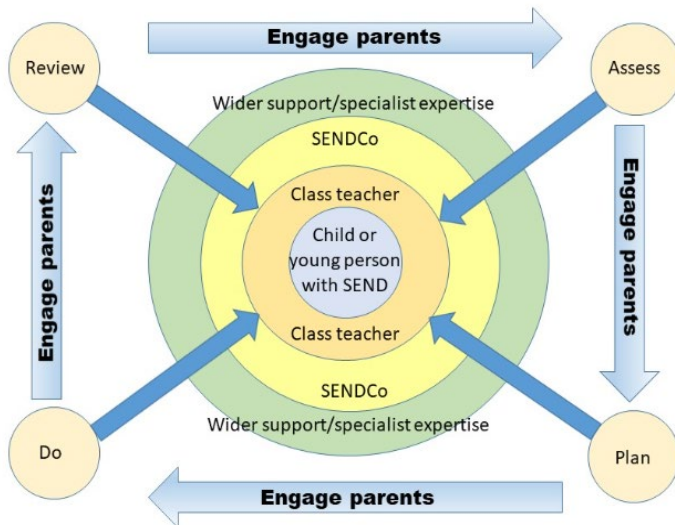
How will the school let me know if they have any concerns about my child at school?

If the school has concerns about your child's learning or behaviour, the class teacher and/or SENDCo will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have.

Plan any additional support your child may need.

Discuss with you any referrals to outside professionals to support your child.

A whole school approach



What are the different types of support available for children with SEND?

Class teacher input, via targeted classroom teaching.

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. In certain cases, an Individual Education Plan will be implemented.

What are the different types of support available for children with SEND? Continued

Specific interventions

These can be

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).
- Individual or small group

Specialist interventions run by outside agencies, e.g. Speech and Language therapy

Classification of need

A pupil who has been identified by the SENDCo/class teacher as needing a significant level of extra support in school is said to be at the SEND support level.

Level 1 - The teacher has had a discussion with the SENDCo and parents to highlight concerns. Extra support is put in place within the classroom. At this stage, monitoring will take place at regular intervals. If there is no significant improvement, the child will be moved to level 2, and a formal SEND plan put in place.

Level 2 - A SEND plan (IEP) is devised for the child, which is shared with parents. This plan is reviewed with parents on a termly basis. Parental permission will be sought if any referrals to specialists are required. A higher level of support in the classroom will be implemented. A child may receive a diagnosis at this stage but still remain at Level 2, depending on support required.

Level 3 - The child has a diagnosis which requires a significant level of one to one support in the classroom, such as Autism or Attention Deficit Disorder, or they have been awarded an 'Education Health Care Plan' (EHCP) by the authority.

Education Health Care Plan

The school (or you, through the local authority website) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with detailed information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current level of support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support.

The EHCP will outline the support should be used, including what strategies must be put in place. It will also have long and short-term goals for your child with an option to apply for some additional funding.

An additional adult may be used to support your child with whole class learning, run individual programmes or lead small group interventions, including your child.

How is extra support allocated to the children?

The school budget, received from Transform Trust, includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- a review of children on the SEND list,
- children needing extra support,
- children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Teaching assistants, under the direction of the class teacher, will support children who have learning or behavioural needs in a variety of ways.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be passed onto you, either via a report, or during a meeting.
- Personal progress targets (IEPs) will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.