

School Name: Ravenfield Primary School**Address: Moor Lane North, Ravenfield, S65 4LZ****Contact details: Telephone: 01709 542678****Email: ravenfield.primary@rotherham.gov.uk****Website: www.ravenfieldprimaryacademy.com****Age Group: 4-11****Number on roll: 197****Number on SEND register: 20****No with EHCP:2****SEND Coordinator: Mrs J Wildin****Lead Governor for SEND: Mrs Alison Dennis (New May 2017)****Link to current SEND policy: June 2017****Do you focus on a particular specialism within school? If so, what? No****Any Additional Information:**

Please provide the name and email of a contact should any of the information provided lead to a query: Julie Wildin jwildin@ravenfieldprimaryacademy.com

Summary of Services/Support at Ravenfield School

Ravenfield Primary School is proud to be inclusive. We believe in quality first teaching. The school operates an open door policy. Please feel free to contact us to arrange a visit.

		Universal	Additional School Support (no EHC plan)	With EHC
Communication and Interaction Needs	Autistic Spectrum Condition	Quality first teaching with specific differentiation. Reasonable adjustments to classroom environment and resources. Visual Timetables	Class based support from TA. Individual Education Plan Termly progress meeting with parents and SENDco. Liaison with LSS/ACT Interventions eg Socially speaking,	Annual review
	Speech, Language and Communication Needs	Language rich classrooms Quality displays and labels Quality first teaching Reasonable adjustments to resources and classroom environment	Class based support from TA. Use of talking partners, socially speaking intervention programs Termly progress meetings with parents and SENDco. Individual Education Plan	Annual review

Cognition and Learning Needs	Moderate Learning Needs	Quality first teaching with specific differentiation TA support where required Reasonable adjustment to classroom environment and resources	Class based support from TA Termly progress meetings with parents and SENCO. Individual Education Plan. Targeted interventions Reasonable adjustment to classroom environment and resources	Annual reviews
	Specific Learning Difficulties	Quality first teaching with specific differentiation Reasonable adjustment to classroom environment and resources	Termly progress meetings with parents and SENDco. Targeted Interventions. Individual Education Plan Other agency involvement Reasonable adjustment to classroom environment and resources	Annual reviews
Social, Emotional and Mental Health Needs	Social Needs	Quality first teaching with specific differentiation Reasonable adjustment to classroom environment and resources Themed assemblies Whole school behaviour systems and rewards Circle time activities	Termly progress meetings with parents and SENCO. TA support/ SMSA at lunch times and break times Support from Behaviour Support Team when required Other agency involvement Individual reward systems Individual behaviour plans	Annual reviews
	Emotional Needs	Quality first teaching with specific differentiation Reasonable adjustment to classroom Themed assemblies Weekly circle time activities Whole school behaviour systems and rewards	Support from Behaviour Support Team Support for pupils from MAST Targeted transition work. Termly progress meetings with parents and SENCO Individual behaviour plans	Annual reviews
	Mental Health Needs	Quality first teaching with specific differentiation Reasonable adjustment to classroom Themed assemblies Weekly circle time activities Whole school behaviour systems and rewards	Referral to educational psychologist Referral to CAMHS (Children and mental health services) Individual behaviour plans Termly progress meetings with parents and SENCO. Regular reviews	
Sensory and Physical Needs	Hearing Impairment Needs	Quality first teaching with specific differentiation Reasonable adjustment to classroom Visual support clues used	Reasonable adjustment to classroom Termly progress meetings with parents and SENCO. Involvement of hearing impairment team Use of specialised equipment to enhance hearing	Annual reviews

	Visual Impairment Needs	Quality first teaching with specific differentiation Reasonable adjustment to classroom Interactive whiteboard-appropriate font size and background colour	Reasonable adjustment to classroom Termly progress meetings with parents and SENCO. Involvement of the visual impairment service Increased size of font on resources Adjustments made with SAT materials	Annual reviews
	Multi-Sensory Impairment Needs	Quality first teaching with specific differentiation Reasonable adjustment to classroom Access to a range of multi-sensory stimuli throughout school	Reasonable adjustment to classroom eg: quieter work spaces provided if noise is a problem Termly progress meetings with parent and SENCO Additional resources provided eg: floor wedges, items to fiddle with/ hold	Annual reviews
Physical and Medical Needs	Physical Needs	Quality first teaching Differentiated PE lessons Reasonable adjustments to classroom Disabled toilet Wheelchair access throughout school Writing wedges and easy grip tools	Termly progress meetings with SENDco Termly progress meetings with parents Physiotherapy support from TA and professionals Occupational Therapist advice sought if needed Learning Support Service advice sought if needed.	Annual review Adapted technical equipment Environmental adaptations: eg. ramps, seats, handles
	Medical Needs	Care plan, if required, and staff training eg epi pen.		

Type of Support	Details
Whole school Behaviour Strategy/System	The school promotes a positive behaviour policy which is used consistently throughout school. <ul style="list-style-type: none"> Quality first teaching and learning Clear rules, sanction and rewards Special Mention assemblies Certificates Positive postcards sent home to parents Behaviour policy
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	Provision available <ul style="list-style-type: none"> Quality first teaching with specific differentiation Teaching Assistant support where needed Partnerships with external agencies (LSS, BST, ACT, SALT, Educational Psychologist, MAST). Learning Mentor on site
Support/supervision at unstructured times of the day including personal care	<ul style="list-style-type: none"> TA support as required including support for personal care Alternative provision for pupils who struggle with unstructured times
Planning for, assessment of, and identification of children with SEND	There is a graduated response for identification, assessment, support and monitoring of children with SEND. Discussions with children, parents, staff, analysis of assessments and day to day class work are taken into account in order for children to be identified as having special educational needs. Assessment of current practice and differentiation available is reviewed initially. If difficulties

	<p>persist advice is sought from the Special Educational Needs Co-ordinator Children then may be placed on the special educational needs and disabilities register, with the permission of the parent/carer, Individual Education Plan (IEP) targets set, appropriate support and interventions (from within school or external agencies such as: Learner Support Service, Educational Psychology Service, Behaviour Support Team or Autism Communication Team.) are provided and reviews held termly to assess progress. Progress is rigorously monitored by the Senior Leadership Team.</p> <p>Parents are kept fully informed and are part of discussions from the beginning.</p>
Staff training for meeting needs of children with SEND	Specialised training for staff is provided when required, according to the needs of the children.
Liaison/communication with parents	We have an open-door policy. Staff are available at the beginning or end of each day for informal chats with parents. More formal events such as parents evenings, Individual Education Plan reviews, Common Assessment Frameworks and annual reviews are undertaken at least termly or more regularly where required.
Liaison/communication with children and young people	All children are encouraged to be autonomous, to be aware of their targets and their next-steps in learning. Their views are taken into account informally and more formally at Individual Education Plan review times.
Liaison/communication with External Services	Referrals are submitted following the required guidelines as and when appropriate. Regular communication with external agencies is maintained to ensure that all involved are up-to date in practice and guidance shared.
Access to medical intervention or provision for medical needs	<p>Procedures and policy in place for administering medicines. Staff trained in Epi pen/ Diabetes/First Aid Trained Students at school with medical conditions are properly supported so that they have full access to their education This includes consultation with health and social care professionals, students and parents to ensure that the needs of children with medical conditions are effectively supported. A child will not be excluded from full-time education because of a medical condition, although health and safety elements, staffing, or the finalisation of risk assessments will need to be in place first.</p> <p>https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions</p>
Transition Provision	<p>Transition to FS2</p> <ul style="list-style-type: none"> • Visits made by FS2 teacher to FS1 settings • SENco attends Summer term review meetings • Graduated start to the term for pupils <p>Transition to Y7</p> <ul style="list-style-type: none"> • Transition work as required by the pupils needs. • Information regarding SEND shared • Secondary staff invited to Summer term review meetings.
Transport Provision (where applicable)	Disabled parking facilities available for parents.