

SEN Information Report July 2018

Ravenswood School is an all-age school for children with complex special needs and severe learning difficulties. Over 40% of the school's population has autistic spectrum disorders. Meeting the diverse needs of these amazing pupils is our challenge and joy!

Through the very high standards that adults model around the school, we expect all pupils to:

- Value each individual's voice
- Build self-esteem and confidence
- Understand good and bad
- Show respect and understanding for others
- Value the community and world in which we live
- Be proud members of the school community

The School aims to:

- provide pupils a safe environment and the best possible education and support to promote their pathway to independence in learning and life skills;
- provide pupils with positive guidance to manage their behaviour through clear expectations, rewards and sanctions;
- achieve high standards of teaching for all pupils throughout the school day; providing an exciting curriculum in a positive and attractive environment;
- provide a pathway at the end of KS4 and the end of post-16 for every young person; preparing them for further learning and life as an adult;
- keep staff informed about school matters; consulting with them about significant changes in school organisation, curriculum and policies;
- keep parents and carers informed of their child's progress and well-being at school;
- use robust evidence and work closely with governors and staff, evaluating the school's performance and planning our strategic direction.

1. How does the school assess the progress of pupils and what would they do if a child was falling behind?

Pupil progress is regularly assessed by teachers through observing and talking with children in lessons, as well as marking their work. They note any misconceptions children have and adapt their teaching to ensure all children understand what they are learning and how to improve their work. Teachers use all this information to assess children's progress at the end of the Autumn, Spring and Summer terms. They meet with Mark Senior, the Headteacher, to talk through the progress of every child. These conversations are used to check if any child is at risk of not making the progress the school expects and to plan strategies for that child to catch up.

2. How accessible is the school environment?

All of the school and grounds is accessible for someone with a disability. In a few areas the ground is rough (e.g. conservation area) and few admin corridors are narrow. Ramps and wide doorways have been installed to provide access to all areas. The car park has a space designated for disabled badge holders and the school minibus has a tail-lift.

We have a range of teaching resources to ensure that every child can fully access the curriculum. Parents and carers are welcome to visit the school to see these.

The school's Equality Policy and Accessibility Plan can be found on our website www.ravenswoodschool.org.uk

Within the school buildings we have an ASD friendly learning environment, meaning it is clutter-free, well organised and painted in calming colours. We do this to help pupils be calm, alert and ready for learning.

3. What is the school's approach to teaching pupils with differing special education needs?

We have high expectations of all our pupils, believing that with high quality teaching we can maximise their progress. We use a wide range of well-researched teaching strategies including:

- Ensuring pupils know what they are learning and what they need to do to improve
- Questions to check pupils' understanding, their responses shape and reshape teaching
- Phonics (sounds for word building)
- Guided Reading
- Spelling, Punctuation and Grammar strategies
- Calculations Procedures
 - Attention Autism
 - Intensive Interaction

Pupils learning to communicate and work independently will also experience:

- Makaton signs
- Picture Exchange Communication systems
- TEACCH approach
- Visual timetables and schedules

Further information on teaching strategies we use for pupils with different types of SEN can be found on our school website.

4. Who is responsible for ensuring all children have their SEN identified and met?

Katie Barnes (Deputy Headteacher) is the SENCo. She ensures that guidance from other professionals supporting a child is incorporated into daily/weekly teaching and class routines. You can contact her at the school and arrange to meet/talk through the programmes for your child.

Mark Senior (Headteacher) has lead responsibility for ensuring that all pupils make the progress expected of them. He monitors the quality of teaching and provides guidance on how to secure consistently good and outstanding teaching.

Mark Senior is responsible for ensuring all children's statements of SEN or Education Health Care Plans are up-to-date, and does this by working closely with pupils and their parents and carers.

5. What additional activities are available for pupils in addition to the curriculum?

We organise a range of lunchtime clubs for pupils, these are free of charge and pupils sign up each week. Each term we offer a minimum of 2 after school clubs per week which are

organised and supported by Ravenswood staff. The clubs vary over time and are planned around the interests of pupils. Details of the clubs are in our weekly newsletter and Julie

Davis (Family Support Advisor) can provide you with any further information. We are grateful to the Parents and Friends Association for supporting the costs of these clubs. We can also signpost families to clubs and activities in their local community.

6. What support is available for improving the emotional and social development of pupils?

Our ethos is to build the self-esteem and social skills of all pupils. We do this throughout the school day, from meeting and greeting pupils, in lessons, assemblies, guidance at break times and lunchtimes and at the end of the school day.

When appropriate pupils have specific teaching to improve their social development through small group work on:

- Self esteem
- Peer relationships
- Relationships with school/adults
- Social communication

Guidance in managing behaviour across settings is provided by Weston Area Health Trust CAMHS team.

7. How are parents and carers involved in decisions about the education of their child?

We have a good track record of listening to parents and carers and responding to their concerns and suggestions. Parents and carers are welcome to visit the school and meet teachers. Formal opportunities for this are arranged at Parents' Evenings in October and July, and an Annual Review meeting to review your child's Education Health Care Plan. We also arrange many informal opportunities e.g. coffee mornings with classes each September, school shows, sports day, and end of term assemblies. Parents and carers are always welcome to contact Julie Davis (Family Support Advisor), the class teacher, the behaviour support team or senior leaders. We are here to listen and help.

8. How are pupils involved in decisions about themselves?

Pupil voice is very important to us. We seek their views in a number of ways:

- On what they want to learn at the start of each topic,
- Pupils' responses in lessons shape the teaching.
- They all contribute to their Annual Review and End of Year Report at a level appropriate for the individual
- Each class elects a pupil to represent them on the school council, who meet and talk about how to make the school safe, free from bullying and their learning. They make decisions about clubs, playtimes and request changes to the lunchtime menus.
- Person Centred Planning is used to help students think about their aspirations for the future and to move forward.

9. How are parents and carers supported to share their views and concerns and work alongside the school?

We are always pleased to hear from parents and ready to listen to any concerns they may have. We do this in many ways:

- Through the home-school diary
- A conversation or meeting with Julie Davis (Family Support Advisor)
- Informal meetings/telephone calls with teachers at the start or end of the day
- Arranging a meeting to talk through any concerns with a member of the Senior Leadership team.

Governors want to ensure that all parents have a mechanism to raise their concerns with confidence they will be heard. Our complaints policy can be found on our website.

10. Do other professionals work with the school to help children with SEN?

In seeking to maximise the progress for each child it is important we work closely with any other professionals who support the child. We will only work with other professionals with agreement from parents and carers, unless there is an urgency to liaise with other professionals around keeping a child safe.

Professionals who regularly visit the school include:

Advisory Teachers – for VI or HI	Educational Psychologist	Social workers
Speech and Language Therapist	Physiotherapist	Occupational Therapist
Business/community partners	CAMHs workers Psychiatrists or specialist nurses	Paediatric services Doctors Specialist nurse Optician
Virtual School for Children who are Looked After		

11. Who will give independent support to parents and carers in understanding school, local authority and government procedures?

Parents and carers are always welcome to contact other agencies for support; if they are feel school staff are not able to help. The following services may be helpful in these circumstances:

Ailsa Barrett, SEN Officer, Town Hall, Walliscote Road, Weston-super-Mare 01275 884428
Supportive Parents, 3rd Floor, Royal Oak House, Royal Oak Avenue, Bristol, BS1 4GB 0117 9897725

12. What support is available for pupils transferring into school and in preparing them for adult life?

We plan the move in to Ravenswood carefully, involving parents and carers and the current school. We want this move to be successful and to help pupils settle swiftly. Prior to admission the pupil and their parents visit school, we gain all the information we need to write a Care Plan. We plan what support each child will need, this may include a part-time placement initially, social stories, additional support in the class.

In the first few days we liaise closely with parents and carers to ensure they build confidence in the school. We check at the end of the first term that the child and their family are happy

with the school and use this information to adapt our support if needed. Parents tell us that their children settle swiftly, feel safe and love coming to school.

Pupils can stay at Ravenswood until they are in Y11 and then they can choose whether to stay here for p-16 or to move onto college. At whatever age they decide to leave Ravenswood, we work closely with them and their families to plan their next steps. Pip Farrell is our Careers Lead. We use a Person Centred Planning approach, making sure we gain the student's views about their hopes and dreams for the future, then working with them to plan what they need to do and move towards their ambitions.

13. Where can I find out about what other schools and organisations offer?

North Somerset Council publishes a Local Offer detailing what other establishments can provide for children with SEN. Further information can be found on our website www.ravenswoodonline.org.uk