

**Ravensbourne School**  
*(Part of the Hornbeam Academy Trust)*

**SEN Information Report 2018-2019**

(Information about how the SEN Policy is implemented)

This SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Ravensbourne School.

**What are the kinds of special educational needs for which provision is made at Ravensbourne School?**

Ravensbourne School is a special school for children aged 2 - 19 years. It is part of the Hornbeam Academy Trust. Children will be provided with an appropriately paced bespoke curriculum.

Ravensbourne caters for students aged from 2-19 (Nursery through to 6<sup>th</sup> Form).

The 2018-2019 cohort of students at Ravensbourne have significant difficulties in the following areas:

Cognition and learning  
Communication and interaction  
Social, emotional and mental health needs  
Physical and/or sensory

All of our students have severe or profound and multiple learning difficulties as described in the SEN Code of Practice and associated difficulties in the areas of emotional / social and communication and interaction (Autistic Spectrum Disorder and / or speech and language difficulties). In addition, many students may have sensory and / or physical disabilities and complex medical needs.

Admissions to the school are managed by the local authority, who will liaise with Ravensbourne School.

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>

**How do we identify children and young people with SEN and assess their needs?**

All pupils who attend Ravensbourne School will be on an assessment place or have an Education Health and Care Plan (EHCP).

All pupil referrals to us come through the Local Authority (Havering) SEN department. We then consider if we can meet the needs of the pupil as outlined in their EHCP. In addition, we invite the child and their parents/carers to visit the school and, where possible, observe the child in their current setting to assess whether a placement at Ravensbourne School is appropriate.

Education Health Care Plans are reviewed annually. Parents and their child are fully involved in this review process. We also involve other professionals as appropriate such as physiotherapists, occupational therapists, speech and language therapists, health professionals and educational psychologists.

We utilise a range of assessment methods during the pupil's time in school. These include EHCP outcomes and bespoke targets. Progress is carefully tracked over time using Evidence for Learning and MAPP2.

Further information on the admissions and assessment processes to our school can be found on our website.

Ravensbourne does not have a SENCO so the main contact with regard to this is the Principal: Victoria Fackler

### **How do we consult parents of children with SEN and involve them in their child's education?**

At Ravensbourne School, parents/carers are fully included in the process of working with their children/young people.

We welcome close communication between school and home and have the following structures in place:

- Initial visits to school
- Home visit
- 5P profile
- Open door policy for parents/carers.
- Daily home/school book / text message for information exchanges and key messages
- Parent/Carer, teacher and multi-agency meetings, including in house therapists.
- Sharing pupil termly targets and their evaluated progress
- Weekly newsletters
- End of Year Parents' Evenings
- EHCP annual review meetings and reports
- Coffee mornings
- PTA
- Parent involvement in changes in school through informal and formal consultations

### **How do we consult young people with SEN and involve them in their education? How do we assess and review children and young people's progress towards outcomes?**

All children and young people in our school are treated with dignity and respect. We are committed to hearing 'the voice' of our young people and provide them with lots of opportunities to make choices and express preferences.

Our bespoke curriculum is designed to provide personalised learning activities matched to individual targets. This ensures that pupils can access and experience success throughout

their school life.

Targets are set for each student and are evaluated at least at the end of each term. They are sent home to parents and shared with pupils. These small step targets are directly linked to the student's long term outcomes as outlined on their EHCP. Our assessment procedures include clear feedback to learners about next steps learning and our reward systems reinforce positive activity and pupil choice.

Targets are discussed with parents/carers at EHCP annual review meetings.

### **What is the provision for pupils/students with SEN at Ravensbourne School and how is it evaluated?**

Our vision is to develop a highly effective learning community. Our provision is based on strong values:

- Our School is a place where everyone is treated with dignity, with respect and is of equal worth.
- All staff have a responsibility to meet the needs of all the pupils/students at Ravensbourne.
- Our key purpose is the construction, delivery and constant improvement of quality learning experiences appropriate to the needs of all our pupils/students.

To achieve our vision, we aim to:

- Create a happy and secure learning environment where all pupils /students' needs are met and where achievements and success are recognised and praised.
- Ensure that the National Curriculum/statutory curriculum guidance is delivered to and/or adapted for all pupils, as appropriate.
- Ensure that ICT is used as a vehicle to access and enhance the curriculum and communication for pupils.
- Ensure that our Bespoke Curriculum is delivered to and/or adapted for all pupils/students, as appropriate.
- Ensure that Safeguarding is at the centre of our work to ensure that all members of the school community remain safe.
- Provide all staff with training and development opportunities to enable effective practice.
- Promote the pupils'/students spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.
- Help pupils/students acquire communication skills and confidence which enable them to lead as full, interesting and independent lives as possible.
- Develop in pupils'/students personal responsibility and encourage decision making and choice, communicating through whatever means appropriate.
- Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging.
- Offer opportunities of working co-operatively alongside others, developing friendships and respect for others.
- Provide pupils/students with experiences of their own and other religious and cultural backgrounds and values.
- Work in partnership with parents and other professionals.
- We ensure that staffing levels in each class reflect the needs of the pupils.

The school receives advice and assessments from a range of health professionals in order to meet the needs of the students. We work closely with our health and social care colleagues to implement the new SEN Code of Practice.

We continue to highlight different parts of our provision through our 'school offer' and this develops each year.

We evaluate our school development plan at the end of the year and monitor progress throughout the year.

### **How are adaptations made to the curriculum and the learning environment of children and young people with SEN?**

At Ravensbourne School, we are committed to identifying and removing barriers to learning so that all our pupils and young people can achieve.

All our pupils have individual learning needs and our flexible curriculum approach reflects this. We adapt the curriculum and the learning environment to enable all learners to access the curriculum more easily. Where appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult support.

Teachers plan their lessons based on students' individual needs. They continually review and assess pupils' achievement levels and differentiate tasks and activities to ensure that every student makes progress. Personalised targets are set and evaluated for all students each term. We want our students to enjoy their lessons as we believe that where learning is fun and enjoyable, greater learning will take place.

The EYFS curriculum is designed following development matters and is carefully adapted to meet the needs of our pupils. Students in KS1-4 are placed on a pathway matched to their developmental level. In EYFS – Key Stage 4, we adopt a cross-curricular approach to ensure that the curriculum is relevant, developmental and appropriately challenging.

In Key Stage 5, students follow accredited courses matched to their personal choice and their learning needs. Learning is focussed on developing independent living and employability skills.

We believe that learning takes place in a variety of settings, not just in the classroom. Assemblies and other whole school events, break and lunchtimes and off site visits all provide opportunities for learning and developing skills for life.

### **What training do staff have in relation to the needs of pupils/students at Ravensbourne School?**

Hornbeam Academy Trust provide a wide range of specialist training for all its employees. Staff are encouraged to participate in a range of training courses to upskill and develop their knowledge and understanding including NVQ, NPQ training courses, Diploma's and Masters in SEN and other specialist training.

We have a strong commitment to training our own staff to become successful teachers of the future. We support teaching assistants to take a Foundation Degree course with the expectation that they will progress onto School Direct in the future.

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core induction programme which is specifically related to the needs of children in our school and also as required by statutory guidance.

### **How will equipment and facilities be provided to support pupils/students at Ravensbourne School?**

Ravensbourne School is fully accessible for wheelchair users. All classrooms are on one level.

We are continually reviewing and updating our equipment, particularly in the area of ICT and AAC (Augmentative and Accessible Communication) resources.

We have reviewed and enhanced curriculum resources in response to the new curriculum.

We continually review our resources for pupils/students and the annual review (PCR) meetings are a regular forum for discussing individual needs.

Our SEN policy can be found on our website and is reviewed annually.

### **How do we support the emotional and social development of students and listen to their views? How do we prevent bullying?**

Ravensbourne School provides a nurturing environment where students tell us they feel safe but we are always looking at ways to improve emotional and social development of our children and young people.

Small classes provide a welcoming and supportive forum where emotional and social development is delivered as part of the students' personalised curriculum. The teachers and TAs are with their classes throughout the day so know their students well and are able to develop good relationships and support them in all aspects of learning, social and personal development.

Circle Time is a feature of many classes which enables students to express their feelings and concerns. Our PSED lessons cover topics such as friendship and bullying. Some classes use 'emotion' charts with students.

We invite outside agencies to provide more specific sessions depending upon the need and nature of the students; for example, some students may be encountering relationship difficulties, struggling to build appropriate friendships with their peers and so targeted sessions can be organised to support them in dealing with these matters.

We are keen to become involved with various community projects where students would become engaged in different activities that help to build the community and contribute to its well-being.

**How does the Trustees and Local Governing Body involve others - including health, social services, local authority services and voluntary organisations - in meeting the needs of pupils/students at Ravensbourne School and in supporting their families?**

The HAT Trustees and the Local Governing Body are aware of the wide range of staff working together within the school to support the children, young people and their families. The Trustees and Local Governing Body ensure that there is a consistent monitoring of practice through meetings and reports.

Some staff are employed directly by the school; others have different lines of management as can be seen below:

- Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors.
- Admin staff are school employees.
- School Nurses, Speech and Language Therapists, Physiotherapists, Occupational Therapists, CAMHS are employees of NELFT (North East London Foundation Trust). All these professionals work closely with the school to offer support, advice and training to staff. They work with children and families as and when necessary.
- Educational Psychologists are employed by the Local Authority. The Ed Psych has a strong working relationship with the school and supports the pupils, parents and staff in managing behaviours. The Ed Psych also completes reports for EHCP conversion and provides training for staff.
- Specialist Teachers, including those for visually impaired and hearing impaired, provide staff training and advice on individual children's needs, and work for different agencies.
- Transport to school is arranged and managed by the Local Authority - not the school. Transport staff are employed by the transport companies.
- Social Workers for children/young people with disabilities are Local Authority employees and are based within the Children Specialist Services.

If families have a query relating to these areas it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.

**What arrangements are in place for handling complaints from parents/carers of children with SEN (including Looked After Children with SEN) about the provision made at the school?**

The process for all complaints is explained in the Complaints Policy which is available on the Ravensbourne School website or by contacting the main school office:

Tel: 01708 341800.

**Where can you find the SEN Policy?**

The Ravensbourne School SEN Policy can be found at:

[www.ravensbourneschool.org](http://www.ravensbourneschool.org)

**Who can we contact for more information or in situations where young people or parents have concerns?**

Please contact the Principal if there are any issues you wish to discuss.

**Where is the information on Ravensbourne School local offer published?**

[www.ravensbourneschool.org](http://www.ravensbourneschool.org)

**Where can I find further information and advice about SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service?**

Parents in Partnership, Special Educational Needs (SEN) and Disability Information and the Advice and Support Service all provide legally based, impartial, confidential and accessible information, advice and support to parents/carers, children and young people on matters relating to education and schools.

All SEN and Disability Information, Advice and Support Services are required to provide an 'arm's length' service from the Local Authority. Part of these arrangements includes a multi-agency steering group that meets termly and oversees service direction. It is chaired by a parent of a child with special educational needs.

For further details on these arrangements, please refer to the following:

<https://www.havering.gov.uk/Documents/Education/PIPS/pips-policies-guidelines.pdf>

For more information about Parents in Partnership please follow the link below:

<https://www.havering.gov.uk/Pages/ServiceChild/Parents-in-partnership-service.aspx>