

Ravenshead CE Primary School – SEND Information Report

July 2026

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image, and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

1. What kinds of special educational needs does the school make provision for?

- 1:1 At Ravenshead C of E Primary School, we aim to provide a fully inclusive curriculum, where every child is provided the opportunity to reach their full potential.

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

- 2:1 We aim to identify the needs of any pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, education and health and care services prior to the child's entry into the school. If a child is already in school when concerns are raised, then this information can start to be gathered straight away so we can identify needs efficiently.
- 2:2 We monitor the progress of those pupils with SEND regularly to ensure all learning needs are met. The Senior Leadership Team, class teacher and teaching assistants work in unison to ensure that they are able to reach their full potential. We use a variety of Teacher Assessment, formal tests and commercially produced screening materials to make accurate assessments.
- 2:3 Appropriate provision is put in place for pupils to access a full National Curriculum. This is tailored and planned for by class teachers with support from the SENCO and monitored on a regular basis to ensure targets are being met.
- 2:4 All staff have a responsibility for the identification and assessment of pupils with SEND. However, Mrs Soley (Assistant Headteacher and SENCO) will oversee this.

3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

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- 3:1 The SLT, SENCO, and also TAs and Teachers work together termly to look at quality of provision and what impact additional support has had and what needs to continue or change. Resources and support staff are then deployed effectively.
- 3:2 There are regular review meetings between parents/carers and school staff to discuss pupil progress, review provision in place and any additional support that may be requested. This may be in the form of parent's evenings, where a longer or alternative time slot may be required.
- 3:3 Each year, the SENCO works with the Joseph Whitaker family of SENCO's to moderate the provision of SEN pupils.

3. b) How will both the school and I know how my child/young person is doing and how will the school help me to support their learning?

- 3:4 The school evaluates progress termly, by tracking the progress of SEND pupils, both against national expectations, and also against the pupil's own personal learning targets. This tracking is shared with all staff and governors. Progress is reported to parents at the end of every school year as well as discussed during review meetings or EHCP annual reviews.
- 3:5 Information about a child's individual progress is shared with parents at review meetings. Parents will be provided with clear information regarding the impact of support.

3. c) What is the school's approach to teaching pupils with special educational needs?

- 3:6 All staff in school are responsible for the teaching of SEN pupils. All staff are responsible for differentiating the curriculum to meet the needs of all learners. Provision maps are used to make clear the pupils' targets and the provision they need to receive.

3. d) How will the curriculum and learning be matched to my child/young person's needs?

- 3:7 The school aims for all children to access the curriculum at a level appropriate for them to reach their full potential, and the expectation is that teachers and support staff plan their curriculum accordingly. We aim to provide a learning environment that all pupils can access and can feel supported in their learning regardless of any barriers they might be faced with.

3. e) How are decisions made about the type and amount of support my child/young person will receive?

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- 3:8 Any pupil who is falling behind the range of age-related expectations will be monitored closely by the class teacher. Once a pupil has been identified as possibly having SEN they may receive additional support in school, this is decided by the class teacher in discussion with the SENCO, TAs and parents, as appropriate. Some pupils with SEND may access additional funding from outside the school budget. For those with the most complex needs, additional funding can be received from the local authority. Not all children who have an identified need will require additional support or funding.

3. f) How will my child/young person be included in activities outside the classroom, including school trips?

- 3:9 All pupils with SEND can have the opportunity to access our extra-curricular activities such as educational visits and residential visits.
- 3:10 Staff leading these visits will be made aware of any individual needs of SEND pupils and these pupils can be planned for accordingly.
- 3:11 Detailed risk assessments are provided depending on the type of activity and discussions with parents occur to ensure all details are suitably addressed.

3. g) What support will there be for my child/young person's overall well-being?

- 3:12 The school ensures it meets all statutory expectations regarding safeguarding, including for pupils with SEND. Pupils can also access social and emotional development opportunities through interventions run by our learning mentor within the Nurture Room or through interventions run by outside providers such as Sherwood Area Partnership.
- 3:13 The school has clear policies and procedures for the administration of medicines and for providing personal care. Pupils may also have an individual healthcare plan if appropriate. These will be created in partnership with SENCO, Deputy Headteacher, parents/carers and medical professionals.

4. Who is the school's special educational needs coordinator (SENCO) and what are their contact details.

- 4:1 The people responsible for overseeing the provision for children with SEND are our Head Teacher, Emma Johnson (head@ravenshead.notts.sch.uk), Assistant Headteacher/SENCO Sarah Soley (sarahsoley@ravenshead.notts.sch.uk) and our SEND Governor Sarah Page.

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5. a) What training have staff supporting special educational needs had and what is planned?

5:1 We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENCO also has designated time release to monitor and assess the impact of provision and progress made.

5:2

- Demand Avoidance behaviours – All teaching staff
- Support from Nottinghamshire County Council on learning environments – KS1 team
- Coping with risky behaviour 2 day course - Martin Durrani, Amy Griffiths, Natasha Wilson and Elizabeth Watson.
- Drawing and Talking intervention – Elizabeth Watson and Amy Griffiths
- Makaton level 1 and 2
- Breakwell assault cycle
- Trauma informed schools 3 day course- Sarah Soley, Alex Sutcliffe and Sophie Keightley
- Coping with risky behaviour 2 day course- Sarah Soley and Alex Sutcliffe
- Zippy's friends training- Amy Griffiths and Elizabeth Watson
- Mental Health First aider- Amy Griffiths and Elizabeth Watson
- Senior mental health lead- Lisa Richardson
- Sensory processing disorder training- all staff
- Coping with risky behaviours (CRB)- refresher course
- Anxious learners- all staff
- Speech, language and communication support- Sam Taylor
- Attachment and trauma in childhood- refresher course Sarah Soley
- Art-based-therapy
- Attachment aware school- School's SLT
- Autism Awareness- all staff
- Understanding and supporting cognitive load- Stephanie Denney
- Clicker-writer- Amy Griffiths
- Building school's confidence in identifying and managing dyslexia- Stephanie Denney
- Dyspraxia and developmental coordination disorder- Sarah Soley
- Understanding morphological strategies to support spelling and reading- Teaching assistants
- Sensory attachment integration disorder- KS1 staff
- Interoception training- whole staff
- Anxiety in primary school- all teaching assistants

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- Lego Therapy- Elizabeth Watson
- Concerning and risky behaviour- Elizabeth Watson
- Mental health in primary schools- all teaching assistants

5. b) What specialist services and expertise are available or accessed by the school?

5:3 Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Inclusion Team who will then inform the child's parents.

5:4 Ravenshead C of E invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The Inclusion Team are the designated people responsible for liaising with the following:

- Education Psychology Service (EP).
- Joseph Whitaker family of SENCOs.
- SEND Inclusion Service (SIS)
- Sherwood Area Partnership (SAP).
- Primary Mental Health Team.
- CAMHs
- Gedling Early Help Advisors
- Social Services.
- Speech and Language Service (SALT).
- PDSS support.
- CASY counselling services.

5:5 In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to and be kept informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

6:1 The school is fully accessible for pupils with SEND including wheelchair users. The school has a disabled toilet and changing facilities in both buildings. Any further equipment needed can be accessed through our links with the Physical Disability Support Service or other support services.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

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- 7:1 At Ravenshead, we believe having strong parent-to-school links can aid with pupils learning at all levels. All parents will be able to access visits to the school before their child enters the setting. They will also have consultations with their child's teacher about progress as well as a written report annually.
- 7:2 Parents of pupils with SEN will have a regular meetings to discuss progress, provision and targets for their child. This may be as part of the Parents Evening offer, where a longer or alternative timeslot may be offered by class teachers. The school operates on an open-door policy, and if parents have any concerns in between these meetings, they can easily access their child's teacher, the SENCO or the Head Teacher.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

- 8:1 Where appropriate, pupils have an involvement in their decisions about learning. Pupils will regularly be asked to review their own progress in order to celebrate achievements and also to discuss what their future targets should be, at a level appropriate to their age group.

9. What do I do if I have a concern or complaint about the SEN provision made by the school?

- 9:1 If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to Mrs Soley SENCO, who will be able to discuss and resolve any concerns. In the event of any issue not being resolved, parents will be advised on formal procedures for complaint, in line with our School's Complaints procedure. (please see the school's website)

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

- 10:1 The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

Organisations involved with our school include:

- Education Psychology Service (EP).
- Family SENCO.
- Communication and Interaction Team.
- Cognition and Learning Team.
- School Inclusion Service (SIS)

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- Sherwood Area Partnership (SAP).
- Social Services.
- Speech and Language Service (SALT).

11. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

- 11:1 Any parent wishing to contact support services can access contact details through Mrs Soley SENCO. Alternatively, they can access information through the County's Local Offer, through this link.

<http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/directory/home.page>

12. How will the school/setting prepare my child/young person to join the school?

- 12:1 Our School is part of The Joseph Whitaker family of schools. The SENCO attends regular family of schools' meetings regarding SEN provision and this is an opportunity to disseminate good practice as well as seek advice or training.
- 12:2 The SENCO will arrange any additional transition arrangements required for any pupils changing key stage or year group or leaving our school, including those moving to secondary school at Year 6.
- 12:3 In the run up to Year 6 transition, the school SENCO and the year 6 team will meet and speak with staff from the Secondary school to allow information to be transferred across. This is essential to allow a smooth transition between Primary and Secondary for all pupils and will also provide the Secondary school with any information regarding specific learning needs.

13. Where can I access further information?

- 13:1 The Local Authority's Local Offer **can be found at**
www.nottinghamshire.sendlocaloffer.org.uk

or

<http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/directory/home.page>

- 13:2 The School's and Family of School's Local Offer can be found on this website.