

Raynville Academy

Local Offer



Raynville
Academy

What is meant by 'the local offer'?

The Children and Families act of 2014 requires that all local authorities publish information about all services in the area for children and young people with Special Educational Needs and Disabilities (SEND). This can be found on the Leeds City Council website <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>.

In addition to this, schools must publish more detailed information about their arrangements for identifying, assessing and making provision for all children with Special Educational Needs and Disabilities (SEND). Here is Raynville's 'offer' which is in addition to that which Leeds City Council can provide.

Who is in charge of Inclusion at Raynville Academy?

The Pastoral and Inclusion Team is made up of the following people:



Miss Jane Hopwood - Vice Principal and Inclusion Manager which encompasses the role of Special Needs Coordinator and Designated Safeguarding Leader,

Mrs Adele Baranyi - Inclusion Assistant, Designated officer for Child Protection

Mrs Joanne Briscoe - Pastoral and Inclusion Officer for KS1, Designated officer for Child Protection,

Mrs Gill Kilner - Pastoral and Inclusion Officer for KS2, Designated officer for Child Protection,

Mrs Louise Harrison - School governor in charge of Inclusion

What is the school's ethos around Inclusion?

Governors and staff at Raynville Academy are committed to the inclusion of all pupils. We aim to:

- Provide an environment which enables every pupil to be safe and healthy.
- Value every individual and enable them to enjoy their learning.
- Enable every pupil to make a positive contribution to their school and community.
- Identify and respond to pupils' diverse and individual needs.
- Identify and overcome potential barriers to learning.
- Set suitable learning challenges for every pupil.
- Work in partnership with other agencies to ensure appropriate provision.

How is Inclusion led within the school?

The Inclusion Manager, working closely with the head teacher, has responsibility for the day to day operation of the school's Special Educational Needs and Disability (SEND) policy and for co-ordinating provision for pupils with SEND. The Inclusion Manager with responsibility for SEND is Jane Hopwood. She is the line manager of the school's Pastoral and Inclusion Team. The governor with responsibility for SEND is Mrs Louise Harrison.



The Inclusion Manager, as part of the Senior Leadership Team, and the Governing Body will monitor and report on the success of the graduated response of provision for pupils with SEND in a variety of ways:

- Monitor and evaluate the success of short and medium term targets.
- Evaluate the impact of tailored provision and programmes of study.
- Analyse progress data for pupils with SEND or additional needs in termly pupil progress meetings.
- Analyse attendance and exclusion data for pupils with SEND.
- Monitor progress against SEND priorities in the School Improvement Plan.
- Report to governors about progress of all vulnerable pupils including SEND.

How is the budget used to help vulnerable pupils or pupils with SEND?

The Senior Leadership Team, which includes the Inclusion Manager, will analyse where support is required by understanding the needs of the whole child and will allocate staff support and other resources from the budget accordingly. This will be done by using a provision map of all vulnerable learners including pupils with SEND or high achieving pupils which will highlight where need is greatest.

Support will be allocated through the use of available funding (Funding for Inclusion (FFI), whole school notional SEND budget, Pupil Premium or other budget) to meet the needs of individual and groups of pupils. This can include the allocation of additional staff support to particular year group cohorts where needed. 1:1 support may be offered to children with high levels of complex SEND if their personal funding allows this.

The school aims to maintain and build up a bank of resources to enable a structured and multi-sensory approach to reading, writing and maths learning, including the use of ICT. Resources are purchased through an annually allocated Inclusion budget. The budget can also be used to provide training for teaching and non-teaching staff either individually or whole school, aiming to build capacity for the long term.

How will the school's curriculum meet the needs of my child?

Within lessons, the curriculum is differentiated using a wide range of strategies. Through careful planning, teachers cater for all abilities within the class including the lowest and highest achieving. Groupings within the classroom may reflect ability where appropriate, but may also be arranged to aid social skills, collaborative working, foster independence etc. Additional adults may be directed to support groups of children of varying abilities, not just the lowest ability. Activities in lessons are varied to cater for children's different learning needs. We offer a wide-ranging creative curriculum which links to the building of children's skills and understanding.

Teaching assistants are deployed according to need and can work within a classroom, in a group or on an individual basis. All staff including teaching assistants have accessed quality professional development around SEND, including programmes to support Dyslexia, phonics, maths, behaviour (including Restorative Practice) and specific areas of SEND such as Autism, epilepsy etc. Children with a high level of SEND have 1:1 support where appropriate if their special needs funding (FFI) allows this, or their Education, Health and Care Plan (EHCP) requires this.



At Raynville we work closely with parents to ensure the best outcomes possible. If SEND is identified before the child enrolls at Raynville staff make sure information is shared and plans are put in place to meet the child's needs on entry. More often additional needs are identified as a pupil settles in to school and struggles to learn as expected. Parents are made aware of any concerns and encouraged to work in partnership with staff. Information is shared through regular meetings, phone calls and in writing as

appropriate. Children placed on the SEND register are closely monitored and reviewed as part of our half termly pupil progress meetings. Staff, parents and pupils will be involved in regular reviews for pupils on the SEND register. At the meetings strengths and difficulties will be discussed, progress and provision reviewed and next steps will be agreed. These will be shared with the Inclusion Manager. EHC plans are reviewed annually between parents, support agencies and the Inclusion Team. Other types of Care Plan are also reviewed annually, and involve parents, school staff and any outside agencies e.g. School Nurse.

We offer a number of interventions to support children with their cognition, learning, and social and emotional growth. Interventions may follow a published scheme, a programme recommended by a partner agency, or be tailor made to address next learning steps in a child's B Squared assessment.

Children with speech, language and communication needs are supported through regular assessment and review via their class teacher, teaching assistants and our Speech and Language Therapist. We currently have a trained Speech Therapist allocated to Raynville for one day a month. This specialist uses that time to assess children, put in

place programmes of support and train staff as appropriate. Small group and 1:1 sessions are available for children who have identified needs and this work is timetabled to ensure consistency and regularity. Talk is nurtured through timetabling regular activities outside of the classroom, egg visits to the shops, bringing visitors into school, hands on activities such as art, craft, cookery etc.

Children who need to develop their motor skills are supported through regular additional practise of their fine or gross motor skills. Tailored programmes of support are planned and delivered in partnership with physiotherapy and occupational health services.

For our children with social communication difficulties we work closely with the Speech and Language Therapy team, CAMHS, Complex Communication Team, and SENIT teams. Staff use visual timetables, PECS and various strategies recommended for children with Autistic Spectrum Conditions if it is appropriate to meet the child's needs.

We offer a wide range of pastoral groups to support children's behavioural, social and emotional development. These are available to children through the Pastoral and Inclusion Team and include social skills groups, Nurture Provision, friendship groups, Seasons for Growth sessions as well as 1:1 mentoring for children experiencing social, emotional or behavioural difficulties. Alternative provision over break and lunch times can be tailored to meet the emotional needs of the child and ensure the safety of all members of the school. Behaviour expectations are clearly explored with children through Restorative Practice approaches. We aim to work with children and families to ensure children are nurtured, and their social, emotional and mental health needs developed so they can behave safely and appropriately in school.

The classroom environment is conducive to learning through engaging numeracy, literacy and topic displays and the use of working walls which reinforce appropriate vocabulary and celebrate children's achievements. All staff have been trained in language development strategies through the Talk Matters programme. By developing our teaching of strong speaking and listening children are more able to articulate their thoughts. The school will work closely with specialised support services to ensure that the building and learning environment is suitably modified according to the needs of pupils with SEND.



How is the progress of SEND or vulnerable children monitored in school?

The progress of children is closely monitored by the class teachers and the senior leadership team which includes the Inclusion Manager. Assessments take many forms and can include formative assessments done from a lesson-to-lesson basis, or summative assessments done in test situations. Children's progress is recorded on the school's assessment system each half term and is analysed in depth by teachers and members of the Senior Leadership Team at half termly pupil progress meetings.

Children identified in these meetings as making little or slow progress would be offered interventions in reading, writing or maths which would happen within a small group. School takes a Graduated Response to meet individual needs. This means we identify a need or difficulty, plan and deliver tasks we hope will help, assess if it has been useful, and then plan what to do next. If paired or group interventions fail to help the child then more specific, personalised support may need to be given. We call group support Wave 2, and individual support Wave 3.

If, after the Wave 3 support, the child fails to make accelerated progress, they may be placed onto the school's SEND register. Personal Learning Plans will be written in conjunction with pupils, parents and staff, and support from an outside agency may be sought if appropriate. This plan will be reviewed regularly, and interventions and assessment tools changed as appropriate.



What training and qualifications do the school staff have?

Teaching staff have opportunities to develop expertise in specific areas. Each teacher has their own curriculum area to lead. It is expected that they keep up to date with changes in their curriculum area and share this knowledge with other staff. They attend courses and network meetings, working alongside colleagues from other schools to do this.

Our TAs are very highly skilled. Several of our TAs have achieved the HLTA status (higher level teaching assistant status). Our TAs attend all teacher training days and are sent on their own training to develop their skills in particular areas including phonics, effective maths intervention and other areas of SEN including Dyslexia, Autism and Speech Therapy. TAs meet regularly in school to disseminate their knowledge to their colleagues, and opportunities are given to learn from each other, shadowing more experienced staff members to share good practice.

The four members of the Pastoral and Inclusion Team (PIT) are Early Help trained and have in depth knowledge of working with multi-agencies. Each member of this team is a designated officer for Child Protection. Various training to address areas of SEND, pastoral needs, including social/emotional issues are ongoing.

They oversee a range of pastoral support to help our more vulnerable pupils. This can be either as a group or on a 1:1 basis. Some of the support which is available is around behaviour, anxiety, improving self-esteem, developing social skills and friendship groups. The PIT members offer Parent Support through fostering open communication, greeting parents before and after school, at parent fairs, at parent consultation evenings, class assemblies etc. More formal parent support is offered through cluster programmes which happen regularly either here or at neighbouring schools. Mrs Briscoe and Mrs Kilner are qualified to run 'Seasons for Growth' sessions for children who have suffered loss or bereavement. Currently we are developing support programmes for children witnessing domestic violence and another programme exploring alcohol/substance abuse within the family.

Our PIT works with the cluster to increase attendance and offer support to families struggling to develop good attendance habits. Members of the team attend regular training and local forums in order to shape our practice regarding attendance. Parenting contracts, Fast track programmes and fixed penalty notices are among our strategies to engage parents and make positive changes.

Other training undertaken recently by staff members includes:

- On-going Speech and Language training from our Therapist, including Colourful Semantics, Visual strategies, Talking Partners.
- Talk Matters training for the whole staff, with ongoing input.
- Autistic Spectrum Condition training from STARS team.
- Child Protection training
- Team Teach training for key staff involved in behaviour support and care and control.
- Behaviour support
- Memory, processing and thinking strategies
- Lego based intervention
- Power Maths and White Rose Maths strategies
- Vipers Reading
- Attachment and Childhood Trauma
- Early Help Champions



Which organisations does the school work with?

Raynville's Pastoral and Inclusion Team (PIT) has good links to organisations which can offer specialist provision for our SEND or vulnerable pupils. These include;

- Services available through the Complex Needs Service provided by Leeds City Council such as inclusion workers, educational psychologists and SEND support workers.
- Speech and language therapists who can work with children on a range of issues such as developing their use of language, pronunciation and social and communication difficulties, setting targets and reviewing these termly if required.
- Bramley Cluster which can offer a range of support for children and families in the local area which include advice for parents from Parent Support Workers and parenting courses, access to services and activities for children, art therapy and mental health interventions.
- Access to TaMHS (Targeted Mental Health in Schools) counsellors through Bramley cluster, who can support children and their families.
- Good links to CAMHS (Child and Adolescent Mental Health Service) to access support for children with social, emotional and mental health difficulties.
- Support from the school nursing team, who can offer advice regarding children's health issues and help to write Health Care Plans for our pupils

- Strong links to the STARS team who offer support to the school for students with Autism.
- Support from the Occupational Therapy and Physiotherapy teams who can offer support and advice regarding children's physical development and acquisition of motor skills.
- The Area Inclusion Partnership for the west of the city, who offer in-reach support and off-site placements for children experiencing with complex social, emotional and mental health needs.
- Links with BARCA to support children and families with various social needs.
- Paediatricians and NHS teams.



What do I do if I think my child may have special educational needs?

For children arriving at Raynville information regarding any identified difficulties should be immediately passed on by parents, health visitors and/or the previous setting attended. If your child is already at the school, concerns from parents should be passed on by requesting a meeting with the class teacher. A member of the PIT may also attend if appropriate. Parents will formally meet with their class teacher each term

through our normal parents' consultation events. Initial concerns can also be expressed in this meeting and the class teacher may organise additional small group intervention work to help your child and aid assessment of any difficulties. If more specialised help is required, such as that offered by an outside agency, Jane Hopwood, who is the school's Inclusion Manager, and the PIT staff will become involved. The school PIT may be able to refer to agencies such as the Speech and Language service, the Complex Needs service or Occupational Therapists for further advice and strategies to help your child. They may help parents to access Mind Mate mental health support, Educational Psychologist, SEN Inclusion Team etc as appropriate.

How will school support my child?

Educational targets for SEND children will be reviewed and next steps will be agreed by parents, children and the class teacher at the termly parent's evenings. Programmes of support will be delivered by TAs or HLTAs under instruction from the class teacher and Inclusion Manager. The progression of children in intervention groups is closely monitored by all members of the senior leadership team. The senior leadership team work together to ensure that whole class teaching sessions, small group interventions and 1:1 work are as effective as possible.

How will I know how well my child is doing and how will you help me support my child's learning?

There are termly parent's evenings with class teachers where parents will have the chance to discuss their child's progress and next steps. If a child has SEND and has a personal learning programme, parents will be invited to be involved in the review and planning for the next steps. Where necessary, guidance will be given about how best to support your child at home with additional activities to reinforce those done in class. There are opportunities throughout the year for parents to visit the school to find out more about children's learning, and our Facebook page and website also reflect what is happening in school. Children who receive Funding For Inclusion (FFI) are supported by termly reviews for Early Years, and annual reviews for older children.



What support will there be for my child's overall well-being?

The Pastoral and Inclusion Team, with the Principal, oversee all pastoral issues including Child Protection. At Raynville children benefit from strong pastoral support from every member of staff. Together they can signpost parents to where additional support can be gained for a child and their family including that which is available locally. A member of the PIT team will attend all meetings concerning children's well-being, putting together the relevant action plans to meet the child's needs, with support from outside professionals where appropriate.

How will my child be included in activities outside the classroom?

There is a range of fun activities at lunchtime and after school which all children are welcome to participate in. Learning outside the classroom is an important part of our curriculum and all children have the opportunity to go on school visits including residential. Children with additional needs are considered in the planning of such visits, and parents are consulted in this process where necessary. The health and safety of all concerned is of paramount importance.

How accessible is the school?

Raynville's accessibility is hampered by the age and design of the building. The school is built on a steeply sloping site, with different buildings for our older and younger children. Each building has disabled toilet facilities and wheelchair access. Unfortunately, wheelchair access is not straightforward, as there are stairs in each building and in the playgrounds. Those with mobility issues can gain access to different floors, although this involves travelling out of school onto public footpaths and re-entering the site from a lower gate.



How will the school help my child on transfer to the next phase of education?

Effective transition arrangements exist between our school and the local high schools. Staff meet each other in the summer term to discuss children moving to or from our school. All children in Year 6 get the chance to visit their high schools for a whole day in the summer term. Children identified as vulnerable at transition (for instance due to SEND, pastoral issues, lack of confidence or motivation etc) are given the opportunity to take part in additional visits to their new high school in the summer term where appropriate. All SEND, pastoral and safeguarding information is shared in line with GDPR legislation.

How are parents involved in the school and how can I be involved?

Parents are encouraged to be involved in the life of the school. At Raynville it is expected that parents involve themselves in their child's learning through supporting with home learning tasks like reading, learning spellings and other activities. Parents of children needing additional support are kept informed through regular informal communication, either by telephone, face to face or written notes. Parents are encouraged to keep school informed through similar means. More formal meetings to review and plan programmes for SEND pupils take place at least termly.

There are many other ways for parents to participate. These include school governance, assisting on school trips and volunteering in the classroom with reading or creative activities. Parents are invited to regular learning workshops in each phase of school.

Who can I contact for further information?

- For information about school admissions, please contact the school office or Mrs Briscoe.
- For specific information about your child, please make an appointment to see the appropriate class teacher.
- If you require information about support from outside agencies, or specifically about inclusion, behaviour, health and safeguarding then please contact Mrs Baranyi or Miss Hopwood
- For further information about the Leeds Local Offer, please refer to the website www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer