



Ravenscliffe High School and Sports College – Local Offer

School Name and Address	Ravenscliffe High School and Sports College Skircoat Green Halifax West Yorkshire HX3 0RZ		Telephone Number	01422 358621
			Website Address	www.ravenscliffe.calderdale.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: The school is a generic special school catering for the full range of special educational needs and learning difficulties	
		X		
What age range of pupils does the school cater for?	11 -19 years			
Name and contact details of your school's SENCO	Key Stage Managers: KS3 Manager – Mrs Debbie Smith KS4 Manager – Mr Ian Ross KS5 Manager – Mr Daniel Pardoe		Deputy Headteachers: KS3 – Mrs Janet Neagle KS4 – Mrs Jo Hague KS5 – Mrs Julie Crabtree	

Headteacher	Martin Moorman,		
Contact telephone number	01422 358621	Email	martin.moorman@ravenscliffe.calderdale.sch.uk

Accessibility and Inclusion

- **How accessible is the school environment?**
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- **How accessible is your information - including displays, policies and procedures etc.**
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- **How accessible is the school?**
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- **Do you have specialised equipment (eg; ancillary aids or assistive technology?)**

What the school provides:

The school environment is fully accessible to both wheelchair users, ambulant students and those who use a variety of mobility equipment. The car park areas maintain disabled parking spaces close to the reception entrance. There are several fully accessible hygiene suites with ceiling hoists as well as disabled and standard toilet facilities; serving each department within school.

School has all required policies and guidance in place. Some are based closely on model policies and guidance modified to account for individual school circumstances. These can be accessed via the website or alternatively from the school office. Information can be made available on request in different formats including, where necessary, eg other language formats. For parents whose first language is not English the school will seek to provide an interpreter to attend meetings. School aims to ensure all communications in written format are clear and concise, but will inform parents, carers and family members verbally where appropriate.

The school provides a total communication environment including visual timetables using techniques ranging from PECS (Picture Exchange Communication), objects of reference to photos, pictures and sign/symbol communication. Rise and fall tables, specialist seating and specific specialised equipment to support access to the curriculum are available in liaison with health professionals eg. Physiotherapy, Occupational Therapy. Specialist subject rooms such as Food Technology or ICT suites utilise height adjustable equipment and individual student accessibility requirements or needs will determine how lessons are differentiated or activities are presented and the resources required supporting full inclusion for all students. This includes access to and availability of both lo-tech and high-tech communication aids and assistive technology.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off site provision"?
- What work experience opportunities do you offer?



What the school provides:

All students are admitted to school with a statement of special educational needs (Educational, Health and Care plan). Calderdale Council SEN team assessment criteria determines the 'banding' of individual students based upon identified needs linked to specific criteria. School will use an annual process to review this and where appropriate provide evidence and recommend changes to this 'band'. This links directly to the funding mechanism (Weighted Pupil Number) for each individual student and subsequently the budget available to school.

The school operates a personalised approach to each individual student by supporting the establishment of Education, Health and Care Plans which are reviewed on a Key Stage basis commencing September 2014 in line with statutory guidance.

A secondary school model is followed in terms of curriculum across the key stages. *(More information can be found on the schools website or via the school's prospectus available from the school office).* The curriculum is reviewed every year to ensure it is meeting statutory requirements and the needs of the cohorts of students at each key stage. (The revised National Curriculum implemented in September 2014) Core subjects are delivered in ability based groups with the more creative subjects delivered in mixed ability year group classes; differentiated to meet the individual needs of all the students within a class group. The curriculum allows for progression within subjects and across key stages.

Students in years 7, 8 and 9 follow National Curriculum subjects. Students in years 10 and 11 and post 16 are able to make choices of option subjects and activities to compliment the core subject offer available, supplemented by vocational activities and a work related learning programme(Springboard). Those students who present with the Complex Learning Difficulties and Disabilities (CLDD) are afforded a multi - sensory experiential based curriculum model allowing them time to work in both needs based and mixed ability groups across the week.

Life skills, communication, working toward independence, access to the community and consideration to 'life after school' forms an inherent element of curriculum delivery across the whole school. The school makes use of options choices available to allow experience of externally supported learning opportunities at local colleges and partner schools.

Wherever possible and appropriate, subjects are accredited using nationally recognised accreditation and examination with appropriate adjustments and support as required e.g. the AQA Unit Award Scheme,

Individual student assessment of progress is measured using a range of assessment schemes, including PIVATS, Routes for Learning, B'Squared etc.

Reporting progress takes place formally at annual review, at parents meetings and via an annual report at the end of the school year. Staff review progress on a termly basis against Education Health Care Plan priorities and these are reported to parents and carers. All students have a Student Planner to allow for daily or weekly reporting to take place as required. Parents are always welcome to attend Achievement assemblies.

School provides qualified experienced staff who have expertise in working closely with young people and adults who present a wide range of learning difficulties and disabilities. Each class group's learning is led by a teacher and supported by an appropriate number of teaching assistants reflecting the individual needs and abilities of the group. Where appropriate individual 1:1 support is offered to allow access to a specific activity or lesson. In some cases this can be increased to a 2:1 staffing to student ratio (or greater) should this be required by an individual student in order to ensure inclusion and access to the curriculum on offer.

All staff undergo regular training and professional development both internally and externally to continually enhance their skills and update their awareness and knowledge of SEN and LDD; subject specialism's and other aspects of school e.g. safeguarding, behaviour management, moving and handling, first aid and food hygiene.

Further staff specialism/expertise in SEN and Disability include for example;

- a SENSE trained 'Intervenor' who has the training to facilitate access for those who have a visual/hearing impairment.
- A range of staff who hold BSL (British Sign Language) Level 1 Certificates, 2 staff hold Level 3 Certification and a 'Personal Communication Assistant' qualified up to NVQ Level 6.
- A qualified Restorative Justice Practitioner
- 24 NVQ Level 2/3 Child Care & Teaching and Learning assistants

- 8 qualified Travel Trainers which underpin the schools Independent Travel Training programme

Reviewing and evaluating outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides:

All children in school have a statement of special educational need which will transfer to Education Health and Care plans (EHC's) on a rolling programme from September 2014 in line with the Local Authority timetable.

There is an annual review meeting takes place and Parents/carers, professionals and the Local Authority are informed of dates of reviews well in advance.

We have a detailed outline of our provision and these can be explored on the website "About Us" page under Curriculum.

The school evaluates and assesses the effectiveness of our provision along with our Self Evaluation Form, School Development Plan, School Improvement Partner visits and evaluations, evaluation of assessment and accreditation data; as well as more personalised information about students such as individual targets and anecdotal evidence including Visitor Questionnaires

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements are made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

What the school provides:

The school has in place all statutory risk assessments, based upon model risk assessments and guidance adapted to the circumstances of the school. These include risk assessments associated with premises and grounds, subject specific, individual students, educational visits etc. They are the responsibility of the Headteacher (or other appropriate personnel such as educational visits co-ordinator) following advice taken from Health and Safety professionals, staff, other professionals (e.g. health), parents and Carers wherever appropriate. They are reviewed within appropriate timescales.

The school has allocated timings and locations for the Local Authority mini bus transport. Additionally the school operates via First Group, three Yellow Bus Services for locality pick up and drop off. Targeted students are supported to develop full independence on their journey to and from school through our Independence in a month travel scheme. School staff are involved in supporting students through this range of transport options including, meet and collect individuals at the start of the day and escort to collection points at the end of the day wherever required. If a student is able they are encouraged to find their way to and from classes as part of developing independence skills.

Teaching assistants who work closely with students support at break times and lunchtimes with many leading a 'lunchtime club' or activity. Trained teaching assistants also follow a lunchtime rota to support individuals who require supported or assisted eating arrangements. The school employs a Personal Care team who support students welfare needs throughout the school day and Lunchtime Supervisors to assist over the lunchtime period.

All policies, guidance and procedures relating to Safeguarding, child protection, security, safety and support including behaviour policies, positive handling and anti-bullying are available on the school website or via the school office.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication

- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides:

The school has full nursing cover at all times the school is open for students and the nursing team manages the safe keeping and administration of medication. All medication is kept in a locked cupboard/cabinet.

The nursing teams in conjunction with health professionals and parents and carers draw up a care plan where appropriate. These are agreed by the nursing staff and parents and these details are shared with class staff and teams working with a particular student. These are reviewed annually or if there are any changes to condition, medication etc. The School has a Medical Conditions Policy in place to meet statutory requirements and this is available on the website under "Policies"

In any emergency medical situation school would refer to the nursing team on site using either the "Staff Help " system or the two way radios. The Nursing staff will assess the situation and follow care plans as written down. Similarly if no nurse was available school staff would refer to the care plan. If necessary ambulances would be called and a member of staff accompany the student. Parents would be informed and staff would stay with a student until Parents arrived.

The nursing/therapy teams deliver training direct to staff to support students with specific medical needs or feeding needs. It is competency based training with individual staff being signed off by the nursing/therapy team as competent to support a particular aspect of medical/health need.

School has access to speech and language, therapy, physiotherapy and occupational therapy. These services are provided by the Local Health Authority. The priorities of young people are determined by referral, and on an individual case by case basis. Provision in school is based upon need and caseload. Therapists will provide individual therapy, group therapy or therapy programmes dependent upon assessed need. These can be delivered by a therapist, therapy assistant or school staff. School has provided a Teaching assistant to act as support and liaison with the Speech and Language service to offer further support to those students requiring SALT provision in school.

The School has an Emotional Wellbeing Policy in place and this is available on the website under "Policies". Ravenscliffe invests heavily in the Emotional Wellbeing of its students and follows the TaMHS (Targeted Mental Health in Schools) intervention model and as such provides aspects of the curriculum based on SEAL (Social and Emotional Aspects of Learning) principles. An Aromatherapy/massage/holistic therapist is in post as well as a Learning Mentor. Students have access to an Emotional Wellbeing suite which is available for holistic treatments as well as providing a calm serene environment when necessary.

Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides:

A full staffing structure of the school is available via the website or within the school prospectus.

Individual student planners offer named contacts for students and the details relating to contacting them. The Planner helps the school to meet its Safeguarding obligations as it identifies who to liaise with if there are any issues. Staff are very flexible in contacting parent/ carers; should they not be available they will return calls as soon as possible.

Parents and Carers are welcome into school. Appointments are made for specific meetings, however, should a parent arrive to see someone unannounced we will do our best to accommodate.

School seeks parents views and feedback on an annual basis, via Student Planners, through annual questionnaires, annual review parent comment sheets and are signposted to the OFSTED parent view

website.

The school hosts 'open day' and Headteacher tours of the school on a half termly basis. Other events linked to transition through school and beyond are held on an annual basis.

All students and their families prior to admission are encouraged to have had an opportunity to visit the school and gain relevant information. All September admissions will have had transition visits in the term before the Summer holiday to become familiar with staff, other peers and their environment.

Those joining mid-year are also offered the opportunity for transition visits if appropriate to aid the Transition process from one school to another.

There is a 'Friends of Ravenscliffe Association' and Parents/Carers and families are encouraged to actively support and participate. The association holds a range of fundraising and social events throughout the school year.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families?

What the school provides:

The school has a school council with representation from each class voted for by the students in that class. The council meets once every half term and is facilitated by a member of senior staff. The school also has an Eco Committee and a Post 16 student based council which meets half termly.

Students complete a questionnaire about aspects of school life and where required can advocate for each other or work together in small groups to complete.

Students actively participate in the annual review process.

Parents are consulted at annual review, parents evening and via questionnaires. As well as informal discussions whenever they may contact school.

There are several Parent Governors on the Governing Body of the school and parents have acted as volunteers in school for aspects of work or to support activities.

The school acts as a central point to hold parent partnership meetings indeed many have Person Centred Plans and the school hold its own parent support Group meetings facilitated by the member of staff responsible for parent and family liaison. There is a Home School Learning mentor who attends Annual Reviews, parent evenings as well as other pertinent meetings such as pre-residential and transition events.

The school works very closely with all other partners and professionals from across all agencies linked to SEN, health, social care, police, voluntary organisations etc in order to support an individual student as required.

There is a home school agreement in place and this can be found at the front of the student planner.

What Help and Support is available for the Family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and from school?

What the school provides:

If the school is asked the Home School Liaison/Learning Mentor will aid families in completing paperwork or direct it to the most appropriate person to help and support. Parents can simply ask for that help.

All teaching staff, Key Stage Managers and senior staff are able to offer information, advice and guidance to parents and young people throughout their time in school, in particular at times of transition.

A member of staff in each Key Stage has responsibility for transition arrangements at key points in a students' school life. The systems in place are followed by departmental staff.

Children and Young Peoples Service has a statutory responsibility to support students and families of young people with SEN at key points in transition

Calderdale Council will determine via their transport policy whether a student is entitled to home school transport. However where a student is deemed able; an independent travel programme is available through school with parental consent.

Transition from Primary School and School Leavers

- What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

What the school provides:

Once identified that a Y6 pupil is transferring to our school we offer a transition process throughout the summer term. We encourage pupils to attend transitions half days across a four/five week period where they can meet other pupils joining us, the staff they will work with and become familiar with the surroundings. For some young people a more personalised approach may be required and this can be set up by negotiation.

Similarly at Y11 if a student is identified as being admitted to our post 16 department a transition schedule can be set up flexibly by negotiation.

Those students in their final year of schooling will have a timetable and curriculum that focuses in part on the next steps and life beyond school. They will have experienced the range of options open to them with support from staff.

Information advice and guidance opportunities take place at key points throughout the year including annual review, transition meetings and events.

School is supported in the transition process by Young Peoples Service and the Local Authority Special Needs Team in particular Transition Social Workers

Extra Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

What the school provides:

The school offers After School Clubs 4 days per week as standard and at weekends in the Summer term. Every day there is a wide range of lunchtime club options and students are encouraged and supported to make appropriate choices of what they would like to participate in. The clubs are either run or fully supported by staff familiar to the students.

We aim to run at least one residential experience per department each year and these have ranged from fully inclusive activities in the Lakes, London, Germany and France.

School has a charging and remissions policy, which seeks contributions for payments from parents, though all trips and residential activities are heavily subsidised through school or via fund raising.

All activities, trips follow the ethos of the school and are inclusive by nature or alternative opportunities are put in place that offer an equivalent experience.