

Special Educational Needs Disability (SEND) Information Report September 2026

Ravenstone Primary School is a mainstream Primary School with a nursery provision and an ASD (Autism Spectrum Disorder) Hub which opened in October 2017.

At Ravenstone Primary School we are committed to providing an education for the children, which will equip them for the future. At Ravenstone Primary School, we work within the Wandsworth guidance on provision for children with SEN in mainstream schools, which explains the ways pupils/children/students with different additional needs are provided for within the school. We also follow our Inclusion policy whilst also using an Accessibility plan.

At Ravenstone all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

At Ravenstone Primary School our Assistant Headteacher, Inclusion Manager & Head of Hive is:

Karis Stanislaus

Ms Stanislaus can be contacted on 020 8673 0594 or by email at

assistanthead@ravenstoneprimary.org.uk

Who can I contact about my child if I have a concern?

What should I do if I am concerned about my child's progress or special educational needs?

Come and talk to us. In the first instance, speak to your child's class teacher. They will reassure you and make sure you have all the information you need. If further help is needed, they will work alongside you to ensure your child's needs are addressed quickly. As high-quality teachers, they will be able to provide adapted lessons to support your child, offer appropriate levels of challenge, and put in place interventions if necessary to remove any barriers to learning.

You can contact your child's class teacher by speaking to them at the end of the school day, sending an email, or telephoning the school to arrange an appointment.

If further advice or support is needed, you can contact your child's Head of Phase for Early Years, Lower or Upper. Should you wish to discuss anything further, you may contact the Assistant Headteacher (Inclusion Manager) or the Deputy Headteacher.

How does Ravenstone Primary decide whether a child/young person has a special education need and what extra help they need?

If a child joins Ravenstone Primary already identified as having a Special Educational Need or Disability (SEND), we will work closely with parents, previous schools or nurseries, and any professionals already involved to ensure appropriate provision is in place from the outset.

All children at Ravenstone Primary have their attainment and progress tracked closely through regular pupil progress meetings. During these meetings, it may become evident that a child requires additional support in a specific area of learning. In such cases, they may be placed in a targeted group

or receive extra in-class support. This does not necessarily mean the child has a special educational need; rather, it reflects our commitment to high-quality inclusive teaching for all pupils.

If the class teacher or parent continues to have concerns, particularly if they relate to emotional or social development, a meeting will be arranged to complete an Initial Concerns Form. At this stage, we will follow the SEN identification process as outlined in Appendix A, which provides a clear structure for assessing and responding to emerging needs. During this meeting, specific targets will be set for the child to work on intensively typically over a 6 week period. If the targets are met, the cycle may be repeated once or twice more. If progress remains limited, we may recommend involving external professionals. This could include referrals to services such as Speech and Language Therapy, Occupational Therapy, the Pupil Referral Unit, the Educational Psychology Service, or the Autism Advisory Service.

What if my child requires additional support other than what is able to be provided by the school?

If a child requires support that goes beyond what the school can ordinarily provide, either the school or the parents/carers can request an Education, Health and Care Plan (EHCP). An EHCP is a legal document that sets out a child's needs and the additional provision required to meet them.

To apply for an EHCP, the school must provide evidence that the child has received a range of additional support over a sustained period of time, and that this support has not enabled the child to make expected progress. Once sufficient evidence has been gathered, an EHCP application form will be completed in collaboration with everyone involved in supporting the child, including parents/carers.

The EHCP process takes up to 20 weeks and includes several stages:

- An initial panel decision to determine whether the application meets the threshold for assessment.
- A period during which professionals from external services visit the school, observe the child, and produce reports based on their findings.
- The drafting of the EHCP, including consultation with parents/carers about their preferred school setting.

Once the final EHCP is issued, the named school will receive additional funding and support to meet the child's identified needs. If parents or carers request a different school than the one proposed, a formal consultation process will be carried out before the final decision is made.

The EHCP is reviewed annually to ensure that the provision and outcomes remain appropriate. More formal reviews and amendments are considered at key points in a child's education, including the end of Reception, Year 2 and Year 5.

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

Whenever possible, class teachers are available at the end of each day for brief conversations. If you would like a longer discussion, you can request an appointment through the school office or contact your child's teacher directly.

You will be invited to parent meetings twice a year, where you can discuss your child's progress and explore ways to support their learning at home. We encourage regular communication between home and school so that we can work together and share what strategies are working in both settings.

If your child is on the SEN register, they will have individual targets which are reviewed termly. These will be discussed with you, and your views and contributions are welcomed as part of the process. Children with an Education, Health and Care Plan (EHCP) will have a formal annual review once a year, or every six months if they are in the Early Years. In addition to this, you will be invited to a termly review to discuss your child's progress towards their short-term targets. As your child has an EHCP,

the provision they receive will remain consistent with what is outlined in their plan, as this has been agreed through the statutory assessment process.

Throughout the year, we offer parent workshops and may provide specific training for families, especially when linked to advice from external professionals. Any involvement from outside agencies will be discussed with you directly by the professional involved, or shared in a written report. The SENCO may also meet with you to discuss new assessments and recommendations.

In addition, the external professionals supporting your child are happy to share updates and guidance as needed. While regular one-to-one meetings may not always be feasible, we aim to offer opportunities for meaningful communication at key points in the term. Important information from the professionals involved will be shared clearly, with updates provided at appropriate points in the term.

If you have further concerns after speaking with your child's class teacher and/or Phase Lead, you are welcome to arrange a meeting with the Assistant Headteacher (Inclusion Manager) or the Deputy Headteacher.

How will my child be involved and consulted?

At Ravenstone Primary, we recognise the importance of valuing each child's voice. Teachers see every pupil as an individual learner and involve them in understanding and working towards their next steps, whether these are academic, personal, social, or behavioural.

All children are encouraged to take an active role in setting and reviewing their own targets. For children with SEND, this includes being involved in the review of their individual targets. Their comments and reflections are recorded and considered as part of the planning process.

Children with an Education, Health and Care Plan (EHCP) are also supported to share their views. They may be invited to attend their Annual Review meeting, or to contribute in other ways, such as through written work, drawings, questionnaires, photographs, or by sharing their thoughts with a trusted adult. This ensures that their feelings and perspectives are included in decision-making about their support and progress.

How is teaching and the curriculum adapted to my child's needs?

Ravenstone Primary is an inclusive school that works to ensure all pupils, regardless of their individual needs or differences, can access the curriculum and thrive. We are committed to making reasonable adjustments to support children's learning and wellbeing, while recognising that some needs may require external input or longer-term planning.

Teachers take advice from [Wandsworth's Ordinarily Available Provision guidance](#), the school's Provision Map, and regular training arranged by the SENCo. They also liaise with the SENCo in a variety of ways, including through planning discussions, pupil progress reviews and the development of support strategies.

Teaching is adapted through careful planning, ongoing assessment and the use of a wide range of strategies to ensure that pupils can access their learning as independently as possible. Adjustments are made both in advance and in response to pupils' needs, and may include adapted resources, changes to the learning environment or differentiated outcomes.

Specially trained support staff help to implement adapted planning and provide targeted assistance where necessary. Specific resources and strategies - such as visual aids, word banks or sensory tools - are used to support children individually or in small groups.

Pupils who are not making expected progress may access additional, evidence-based interventions tailored to their specific needs. For pupils with an Education, Health and Care Plan (EHCP), their provision is delivered by the most appropriate member of staff in line with the outcomes set out in the plan. In some cases, and where appropriate, a personalised curriculum may be considered to ensure

learning remains meaningful and accessible. This is always guided by professional advice and tailored to individual circumstances.

How will you assess and review my child's progress?

Teachers assess your child's attainment and progress continuously. We monitor how well your child understands and responds to learning in each lesson through ongoing assessment and observation. Each term, class teachers meet with members of the Senior Leadership Team to review progress during Pupil Progress Meetings. If additional support is required, actions are agreed and recorded as part of this process.

Regular moderation also takes place within the school and with other local schools to ensure that assessments are accurate and consistent. In addition, our SENCo meets with SENCos from other schools to review approaches and ensure consistency in how we meet the needs of pupils with SEND.

If your child is receiving an intervention, it will be reviewed at least half termly to ensure it is having the desired impact. Adjustments will be made where necessary to maximise effectiveness.

Children with an Education, Health and Care Plan (EHCP) have a formal Annual Review each year. This is attended by the class teacher, SENCo and parents/carers, and is reported to the Local Authority. The review looks at your child's progress towards the outcomes set out in the EHCP and considers whether any changes to provision are needed. Annual Review meetings usually take between 1 hour and 1 hour 30 minutes, depending on the level of discussion required.

How will you support my child's emotional wellbeing?

At Ravenstone Primary, we are committed to supporting the emotional wellbeing and mental health of all our pupils as part of our whole-school approach to inclusive education.

We teach Personal, Social, Health and Economic Education (PSHE) every week in every class. As part of this, we use The PATHS Programme for Schools, an evidence-based curriculum designed to help children develop self-control, emotional awareness and interpersonal problem-solving skills. The programme empowers children to make positive choices throughout life and plays a central role in our PSHE provision. The PATHS Programme improves: Self-esteem; Self-control; Emotional intelligence; Classroom behaviour; Conflict resolution

From Reception to Year 6, the PATHS Programme is taught twice a week, ensuring that children have regular opportunities to reflect, learn and build on these essential life skills. In Nursery, the programme is introduced informally through play-based activities and everyday interactions that support emotional development and social understanding.

As a UNICEF Bronze Rights Respecting School, we promote the principles of the United Nations Convention on the Rights of the Child. Each class has a class charter, and our whole-school charter reflects our shared values and commitment to mutual respect and pupil voice.

To provide additional emotional support, we have a Mental Health Support Team led by our Senior Mental Health First Aider. This includes two teaching assistants trained as Youth Mental Health First Aiders, one trained ELSA (Emotional Literacy Support Assistant), and other staff trained to deliver Drawing and Talking Therapy. Support is offered through regular 1:1 or small group sessions, which may focus on managing feelings, building friendships, coping with change or developing confidence. We also offer a lunchtime drop-in service, where children can access support in a safe, informal environment.

We also work closely with the Education Wellbeing Service (EWS). Qualified Education Wellbeing Practitioners (EWPs) offer early intervention for children experiencing anxiety, emotional distress or challenging behaviour. They provide tailored support for families through face-to-face, virtual or telephone sessions. Two structured programmes are currently available:

- Helping your child with fears and worries
- Understanding and responding to behaviours that challenge

Together, these strategies ensure that every child's emotional wellbeing is actively supported through classroom teaching, small group work, staff training and external partnerships.

How will you support my child's medical needs?

At Ravenstone Primary, we take the medical needs of our pupils very seriously and work closely with families and healthcare professionals to ensure that every child receives the support they need.

All medical needs are discussed in detail with the school nurse and any other professionals involved in the child's care. For pupils with significant medical conditions, an Individual Healthcare Plan is created. This plan outlines the child's needs and the strategies in place to support them, and is shared with all key adults working with the child.

Each class has an up-to-date medical and dietary register, and children with significant conditions such as epilepsy, diabetes, or severe allergies are clearly identified so that all staff are aware of how to respond appropriately and ensure the child's safety at all times.

The school has a number of trained first aiders, and additional staff are trained in the management of specific conditions, including anaphylaxis, diabetes and epilepsy. Training is regularly updated to ensure staff remain confident and competent in managing medical needs.

The Headteacher, in collaboration with the school nurse, monitors and reviews all medical plans to ensure they remain accurate and appropriate as the child's needs develop.

How do you promote positive behaviour?

At Ravenstone Primary, positive behaviour is consistently encouraged and celebrated across all aspects of school life. Our six core values (Happiness, Respect, Determination, Honesty, Creativity and Kindness) are embedded into daily routines, teaching and relationships throughout the school.

Children are recognised and rewarded for demonstrating these values through a range of incentives, including house points, values certificates, stickers and postcards. These rewards help to reinforce a culture of respect, responsibility and pride.

All staff follow the school's Behaviour Policy and work together to maintain high expectations and a consistent approach. For pupils who need additional support in managing their behaviour, we provide guidance through targeted support, which may include input from a learning mentor or other trained staff.

Where needed, personalised behaviour plans are developed to help individual children understand expectations, manage their emotions and build positive habits. These plans are created in partnership with families and are reviewed regularly to ensure they remain effective and appropriate.

What specialist services and expertise are available or accessed by Ravenstone?

At Ravenstone Primary, we work closely with a range of specialist services to support the individual needs of our pupils. These professionals offer advice, assessments and intervention to help ensure every child can thrive.

The services we may access include:

- Speech and Language Therapy (SALT)
- Educational Psychology (EP)
- Education Wellbeing Practitioners (EWPs) from the Education Wellbeing Service
- Occupational Therapy (OT)
- Wandsworth Autism Advisory Service (WAAS)
- Victoria Drive Pupil Referral Unit (PRU)

- Early Years Inclusion Advisory Team
- Hearing Impairment Service (HIS)
- Visual Impairment Service (VIS)
- Child and Adolescent Mental Health Services (CAMHS) via St George's Hospital

These services are accessed depending on the individual needs of pupils and following discussion with parents or carers. Where appropriate, referrals are made to ensure that children receive the specialist support they require.

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

At Ravenstone Primary, children are included in a wide range of activities beyond the classroom through a rich sporting offer that complements the core PE curriculum. Each year group benefits from at least three blocks of specialist coaching across the year, covering sports such as football, netball, gymnastics, dance, rugby, hockey, and cricket. These sessions are delivered by experienced coaches in partnership with class teachers to ensure consistency and inclusion.

In addition to weekly lessons, children have opportunities to take part in school teams, friendly matches, and competitions, including events like the Year 5 Girls' Rugby Tournament. The school is also expanding its teams to include cricket, netball, and swimming, alongside athletics and football, giving children varied and meaningful chances to engage in physical activity beyond the classroom.

Ravenstone offers a range of inclusive clubs, with further details available on the school website. School trips are planned with careful consideration, and necessary risk assessments are carried out in advance to ensure safety and suitability for all pupils. The school also makes active use of its indoor and outdoor spaces to enrich learning experiences across the curriculum.

How will the school prepare for my child when joining Ravenstone or transitioning to a new school or school?

We understand that transitions can be a challenging time for any child, especially those with special educational needs or disabilities. We take great care to ensure that any move is as smooth and supportive as possible.

When your child is joining Ravenstone Primary:

When your child is joining Ravenstone Primary, we arrange a tour of the school, introduce them to key members of staff, and assign a positive peer to help them settle both in the classroom and during breaktimes. To support a smooth transition, we also contact your child's previous school to gather relevant information about their needs, strengths, and any effective strategies already in place. This helps to build confidence and familiarity from the start.

When children move between year groups:

All pupils take part in a structured transition process to help them feel confident and prepared for the year ahead. This includes a classroom tour, examples of visual timetables, a Moving Up Morning, and a Q&A session with a current pupil (for example, a Year 1 child visiting Reception to speak with the children moving up).

In addition, teachers, Heads of Phase and the SENCo meet to agree which children would benefit from more targeted transition support. This may include extra visits to their new classroom or time with their new teacher in smaller groups.

Detailed handover meetings take place between current and receiving teachers to share key information about each child's needs, progress and effective strategies. For pupils with SEND, or those who may find change particularly difficult, we may also provide a personalised social story with photos and key facts to support their understanding and reduce anxiety around the transition.

For children with an Education, Health and Care Plan (EHCP):

Transitions are planned well in advance and discussed during regular review meetings with parents and professionals. In Year 6, we work closely with secondary schools to ensure that any additional transition support is in place. This may include extra visits, personalised resources or meetings between staff and families.

If your child is leaving to attend another primary school:

If your child is leaving to attend another primary school, we ensure that all relevant records and documentation are shared. We liaise directly with the receiving school's SENCo or Inclusion Lead to pass on key information about your child's needs and the support that has been effective, helping to ensure a smooth and informed transition.

Our aim is always to make every transition a positive experience that supports your child's emotional wellbeing and learning continuity.

What should I do if I am unhappy with my child's support or progress?

We encourage open and honest communication and are committed to working in partnership with you to support your child. If you have any concerns about your child's support or progress, please speak to your child's class teacher in the first instance. They will be able to discuss your concerns and explain the support in place.

If you continue to have concerns, you may contact your child's Phase Lead (Lower, Middle or Upper) for further discussion. You are also welcome to speak with the SENCo and/or Deputy Headteacher for additional support.

If you feel the issue remains unresolved and wish to speak with the Headteacher, please contact the school office to arrange an appointment.

Should you wish to raise the matter further, you can write to the Local Academy Committee. If you would like to make a formal complaint through the local authority, this can be done via the Wandsworth website: <https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page>

We value your feedback and will always aim to work collaboratively to resolve any concerns in the best interests of your child.

What training and specialist skills do the staff supporting children with SEND have or are having?

Our SENCo holds the National Award for Special Needs Coordination and provides support across the school through staff training, consultation, and oversight of provision. This includes working closely with class teachers and support staff to ensure that strategies are well matched to pupils' needs and that inclusive practice is embedded throughout the school.

All staff undergo high quality Professional Development. The school liaises with a wide range of professionals to facilitate this (e.g. Educational Psychologist, behaviour support team, Autism support team, Speech and Language support team).

All Teaching and Learning Assistants working with children on specific areas (e.g. Speech and Language therapy) are trained by the associated therapists.

Individual training for identified staff members are linked with the needs of a child with special educational needs and/or disabilities or identified through the performance management process.

Where can I go for further advice and support?

- **Wandsworth Information Advice and Support Service (WIASS)** provides an impartial, free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiassemailwiasse@wandsworth.gov.uk> or telephone 020 8871 8065

- **Contact - Independent Support** Contact provide impartial, free and confidential, independent Support services to provide information and support for Wandsworth families who are going through the process of getting an Education, Health and Care Needs Assessment. To book an appointment with an Independent Support worker telephone 020 8947 5260 or email wandsworth.office@contact.org.uk
- **The Wandsworth Parents' Forum "Positive Parent Action"** works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk telephone 020 8947 5260 or emailinfo@positiveparentaction.org.uk
- **More information** about Wandsworth's local offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Local Offer website at www.wandsworth.gov.uk/localoffer. The Family Information Service (FIS) helpline is open from 9am to 5pm, Monday to Friday on 020 8871 7899. Or emailfis@wandsworth.gov.uk Text 07797 805 456 with "FIS" at the beginning of your message.

Please note:

The information in this report is accurate at the time of publication, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback:

This offer is intended to give you clear, accurate and accessible information. We regularly review and make changes to what we offer and keep this information as up to date as possible. If you would like to comment on the content of the offer or make suggestions to improve the information, please contact assistanthead@ravenstoneprimary.org.uk

