



RAVENSCLIFFE

HIGH SCHOOL & SPORTS COLLEGE

SEND and Inclusion Policy/Procedures

Reviewed by	Jo Hague
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Signed by Chair of sub committee	Jill Grant
Signed by Acting Headteacher	Jo Hague
Signed by chair of Governors (statutory policies only)	Jill Grant/Brendan Heneghan

PROVISION

Ravenscliffe High School is Calderdale's only Secondary Special School, providing education for almost 260 students aged 11 - 19 years. Since September 2018 Ravenscliffe has become a two site school with all KS3 provision and the most complex KS4 and 5 students based at the main Skircoat Green site and the KS4 and KS5 Formal and Semi-formal provision based at Spring Hall.

Ravenscliffe caters for students with a wide range of Special Educational Needs – ranging from moderate to severe to profound-multiple learning difficulties. Many students have additional needs such as autism, speech, language and communication needs, sensory impairment, and physical disabilities. A small percentage have moderate social, emotional and mental health needs as a secondary need, providing their behaviour is not deemed a risk of harm to the education and welfare of others in the school.

OBJECTIVES

Ravenscliffe is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Our SEND policy is based on statutory guidance detailed within the 'Special Educational Needs and Disability Code of Practice: 0 – 25 years (2015)'. The specific objectives of which are as follows:

- to accurately identify students' special educational needs and disabilities and ensure that their needs are met through appropriate educational programmes
- to ensure that students with special educational needs and disabilities have access to all the activities of the school
- to ensure parents are kept informed of their child's special needs and that there is regular and effective communication between parents and school
- to ensure that learners are given opportunities to express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.
- to ensure all students transfer to an Education Health and Care Plan (EHC) within statutory timescales and that the EHC Plan is reviewed in line with statutory guidance on a yearly basis.

AIMS

The Governors and staff Ravenscliffe aim to provide an education appropriate for students with Special Educational Needs, through achieving the following:

- providing a broad, balanced, relevant and engaging curriculum, including the National Curriculum, which meets their individual learning needs to maximise progress.
- providing a positive, well-resourced and inclusive learning environment staffed by trained and committed professionals
- encouraging students to develop a positive 'can-do' attitude to learning through the celebration of success and achievement
- maintaining high expectations in terms of attendance, behaviour, learning and independence, which encourages students to be the best they can be.
- ensuring a safe, supportive and caring environment, where individual views are respected
- working closely with parents, carers and the local community
- continually adapting, changing and improving to meet the needs of all our young people through self- evaluation, reflection and constant professional development.

FACILITIES

The Skircoat Green building is built on a single storey with no indoor steps and wide corridors allowing ease of access, most suited to younger KS3 students and those KS4 and 5 students with the most complex needs. Facilities at Skircoat Green include generic and subject based classrooms, rebound room, library, hall for P.E. and assembly, sensory rooms, and a hydrotherapy pool. In addition, the school has excellent specialist music, drama, arts and sensory facilities, based in the adjoining Pavilion. A range of toilet and changing areas is available equipped with electric hoists and

suitably adapted equipment.

The school grounds provide secure, designated areas where students can choose to play ball games in the MUGA, join in general activities or take advantage of the restful quiet areas such as vibrant and stimulating sensory garden.

The Springhall building was initially a purpose built Sixth Form facility allowing the school to accommodate up to 70 students aged 16-19 in a spacious and DDA compliant building just one mile from the main school building in Skircoat Green. However, due to ever increasing pressures on numbers at both sites, we now have 4 additional portacabins on the Spring Hall site, and from September 2025, will have around 105 KS4 Formal and KS5 Formal and Semi-Formal students based at this site. It has ten teaching bases including drama studio, catering classroom and beauty room. It also has a community accessible café where students practise, develop and refine their catering and hospitality skills. The centre also has a lower ground floor changing room and a large bike store for storage of our adapted bikes. We are anticipating a four-classroom expansion to this site during 2026

The school minibuses have tail lifts, specialised mounting and wheelchair restraints. All Information and Communication Technology equipment is suitably modified and updated to make it accessible to all by a variety of switches, touch screens and joysticks.

RESOURCES

All students have an equal opportunity to access the school's general resources. However, students will receive varying levels of support and specific resources in order to meet their individual needs as identified through their Annual Reviews.

CURRICULUM ORGANISATION

In order to most effectively meet the needs of our diverse cohort of students, the curriculum requires a high degree of personalisation, flexibility and creativity, alongside rigorous intentional planning, effective implementation and regular evaluation of impact.

Ravenscliffe has five generic student outcomes i.e. be strong communicators; achieve their potential; be interdependent/independent; be well rounded individuals & be prepared for the future.

RHS organises and delivers the curriculum according to the type and extent of SEND it now has 4 learning pathways ensuring exceptional curriculum deliver for all types of needs i.e.

- **Sensory** - 'Learning to Learn curriculum' for students operating within Engagement Steps (was P1 – P4) and require their needs to be direct met through multisensory experiences.
- **Emergent*** - 'Engage and Explore curriculum' for students operating within Early Years Foundation Stages (was LP4 – 6) who require a multisensory curriculum, including structured communication and social activities.
- **Semi-Formal** - 'Initiate and Investigate curriculum' for students operating around reception /Yr 1 ARE, (was L P6 – NC1) who require some support to communicate/ apply basic skills.
- **Formal** - '**Thinking with structure curriculum**' for students operating around Yr 2- 4 ARE (was NC L1-2+) who have a higher level of structured thinking, can communicate with relative fluency and can apply skills and knowledge learned.

All core subjects and a number of foundation subjects are taught through needs based pathway 'hubs'. Approximately 4 lessons a week are taught in mixed ability groups.

Strong emphasis is placed on Preparation for Adulthood agenda increasingly throughout KS4 and 5. This includes exploring community and leisure opportunities, learning practical life skills and developing independence through using public transport with appropriate levels of staff support. The

school's "Springboard" programme provides many students with vocational experience opportunities and both internal work experience and supported external workplace placements, with aim to support students into paid employment wherever possible. Functional Skills literacy, numeracy and ICT are also taught throughout KS5, alongside Laser awards and other accreditation as appropriate (which in recent years has ranged from GCSE Maths to AQA units).

ADMISSIONS

All students in school must have an Education and Health Care Plan (EHCP), which will have been issued following a Statutory Assessment. Admission follows discussion between parents, the current school, and other professionals and where appropriate the student, and agreement that specialist provision may be required. A request for a place at school is then made via the SEN Team (Calderdale Council) following the assessment procedures and consultation process. A Year 7 Admissions Panel meets in the second half of the autumn term and considers the application, with priority given to those who live within Calderdale. Requests for places in other year groups are sent by the SEN Team to the school for consideration throughout the school year. However, as the school is significantly over subscribed, suitable places are not always readily available.

Upon being offered a place an information pack is sent to parents with all relevant and up to date information on the school. All September admissions will receive transition visits in the term before the summer holiday to become familiar with staff, other peers and their environment. Those students joining mid-year are also offered the opportunity for transition visits as appropriate.

IDENTIFICATION AND REVIEW OF NEEDS

As noted, all students at Ravenscliffe are subject to an Education Health Care plan which is reviewed on an annual basis. Parents/carers and other relevant educational, health or care professionals are invited to this review, prior to which the school provides all detailed advices in keeping with the SEN Code of Practice and as such. The school aims to undertake person-centred reviews, central to which is ensuring the students' voice is heard.

On initial entry to school all students are assessed using a variety of assessment tools to gain a baseline, which subsequently helps to inform progress. Outcomes agreed in the most recent Annual Reviews then form the basis of an individual student's educational priorities and learning programmes, alongside specific 'next step' targets set by individual teachers. Regular assessment of progress is undertaken, with students tracked across school to ensure progress, identifying curriculum strengths and areas for development. Evidence in relation to the meeting of targets is recorded on the school's Evidence For Learning system.

STAFFING (INCLUDING PROFESSIONAL DEVELOPMENT)

The main resources of the school are the staff and the students. The staff ratio is set at a level in accordance with student banding and through our provision mapping we allocate the appropriate staff: student ratios in each class or activity, to ensure full access to the educational provision set out in the EHCP. The pastoral team ensure the individual learning, behaviour and care needs are highlighted and understood by all staff. Following appropriate assessment where needs arise, students occasionally benefit from enhanced staffing levels funded through the Local Authority, in response to meeting needs identified through the Annual Review Process.

High staff commitment to the school's philosophy and ethos is expected and staffing appointments are made with this as an essential criteria.

All staff have access to specific training in relation to safe moving and handling of students, communication aids and first aid training. Some of the staff have completed a course of instruction on the safe driving of the minibus and staff are trained in the use of Team Teach as a means of managing student's behaviour in a safe and appropriate manner. All TAs are trained by the School Nurse and other health staff to manage medical and care needs of some of our students.

Additional professional development opportunities are available for all staff relating to School Development Priorities and/or identified areas of personal and professional development. Individual

requests are considered and agreed by members of the Senior Leadership Team, who monitor the balance of training opportunities offered to ensure staff are able to continue to meet the ever changing needs of the student population.

Staff are encouraged to gain additional qualifications wherever possible. Recently, this has included several National Professional Qualifications (i.e. Headteacher, Senior Leaders and new LTD courses in Leading Behaviour and Culture; Leading Teaching and Leading Teacher Development); Calderdale based Leadership Courses; a doctorate and several Master's degrees.

SUPPORTING PROFESSIONALS

The school seeks to ensure appropriate involvement from colleagues in relation to the provision on each student's EHCP. This support is delivered both within and outside of the class base.

All pastoral management, care plans, speech and language programmes, postural management programmes, sensory diets etc. are incorporated into a student's daily routine where possible.

The school works with the following professionals and outside agencies to ensure that a student's individual needs are as effectively addressed as possible:

- Specialist school nurse and Health Care Assistant on both sites. All are five days per week
- Family Liaison Officer
- Speech and language Therapist*
- Physiotherapist *
- Occupational therapist *
- Sensory Occupational Therapist
- Orthotist*
- Podiatrist*
- Special Educational Needs Officer
- Educational Psychologist
- Learning Disability Teams (Children and Adults)
- Safeguarding
- Social Care
- Transition worker / Co-ordinator
- Calderdale and Kirklees Careers Service
- Hearing Impaired Service
- Visually Impaired Service
- Multi-sensory Impaired Service
- Autism Spectrum Disorder Service
- School Medical Officer, Community Nurses and Consultant Paediatricians
- Calderdale Music Trust
- Other general and specialist advisers and advisory teachers as required
- Attendance Service
- SENDIASS

(* These health professionals hold regular clinics in school.)

It should be noted that the school and therapeutic services work collaboratively to provide specialist equipment where a need has been identified. Requests for some of these resources are passed to the local authority for approval and funding.

LINKS WITH OTHER SCHOOLS AND ORGANISATIONS

Ravenscliffe is an active member of the Specialist Provision Cluster (SPC), including Highbury, Woodbank (LA primary Special Schools) and William Henry Smith School. These schools not only offer mutual support to each other but also support mainstream schools through a range of training

and development opportunities.

Detailed transition arrangements are in place between Ravenscliffe and Highbury, Woodbank and all other mainstream schools as required.

Ravenscliffe benefits from active support from local businesses including Covea and Lloyds, and local charitable organisations including the Mayfield Trust (MENCAP), The Next Step Trust and Community Foundation for Calderdale.

PARENTAL INVOLVEMENT

It is the policy of the school to work in close collaboration with parents-carers encouraging close involvement with all aspects of the education of their child. Parents are welcome to visit school although making an appointment via telephone is helpful and much appreciated. Input and feedback from parents supports us in developing our provision.

Positive links are maintained through involvement in EHC Annual Reviews and parent consultation evenings, home-school diaries, telephone contacts and end of year reports. In addition, a Parent Support Group meets regularly and parents are informed of social events and school based activities by email, text and letter, alongside termly school newsletters.

GOVERNORS

Our Governors regularly visit school and act as a critical friend to review the school improvement priorities. The Full Governing Board is apprised of current developments, recommendations and progress in relation to the School Improvement Plan (SIP). Termly sub committees further scrutinise the quality and effectiveness of: Leadership and Management, Quality of Education, Personal development and Behaviour and attitudes across school, including approval of associated policies, procedures and guidelines.

Please note: The SEN Information Report and Local Offer with further detailed information about the school can be found on our website.