

	Core Offer	How Accessed?	Additional Offer	How Accessed?	Further Information
Pupil Need	Education for pupils with Moderate, Severe and Complex Learning Difficulties.	Local Authority SEN Panel	Specialist Status for Communication and Interaction. Language Resource Base providing weekly library for use by mainstream schools Parent Resource Library providing resources and learning support for parents/carers. Parent Partnership Teacher and Family practitioners to support families SEN training and support for mainstream staff Swimming lessons/sessions to pupils from mainstream schools with additional needs, local SEN school and Under 5's Inclusion Service	Enriched curriculum Open to mainstream schools and specialist providers	The school aims to be as inclusive as possible within the constraints of the building.
Age Range	4 to 19 years. Plans for a service level agreement to deliver a 19 to 25 provision from September 2018	LA/EHC Plan	School is now a split site with a specialist 16-19 provision in Rainham. It is planned that this will extend to a 19-25 pathways offer in September 2018	LA/EHC Plan	Pupils link to mainstream schools where appropriate. Alternative provision occasionally used. Students in Post 16 may transition into other further education providers when appropriate.
Learning and Teaching	Key stages 1-3 follow a differentiated, rolling creative curriculum based on the National Curriculum with a focus on communication and functional skills. KS 4 pupils follow accredited courses at an appropriate level. Individual pupil targets are fully integrated into all teaching and learning across the curriculum. Curriculum pathways offer personalised education to meet the needs of all learners.	Phase Groups plan the curriculum map. Teachers personalise and deliver the curriculum.	Specific programmes enhance the core curriculum according to individual need assessment/key stage. These include: horse riding, therapeutic yoga, swimming, therapy programmes, lunchtime clubs and mainstream inclusion activities where appropriate.	Personal Achievement Profile individualised target setting.	The style and balance of curriculum delivery varies according to each child's needs with a strong focus on engagement for all.
Pupil Teacher Ratio	Teachers support class groups ranging from 5 to 13 pupils. They are assisted by the appropriate number of teaching assistants to meet the level of pupil need within that class.	Statement/EHC plan	Higher staff ratios are planned according to pupil additional needs, such as profound physical need, medical need, challenging behaviour or autism.	School management /individual SEN agreed matrix funding	Pupil teacher ratio is only a guide across the school and some activities may have a higher or lower ratio.

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Teaching Assistant Ratio	Matrix Level A pupils require 1 pupil to 2 staff and matrix Level B pupils may require 1 pupil to 1 staff most of the time. Other pupils are banded between C and G with assessed staffing need decreasing through the bands.	School management/ SEN Panel	Staffing levels varies for each pupil depending on their need, the activity and the needs of the other pupils they are working with.	School management/ SEN Panel	Higher staff ratios are planned according to pupil additional needs, such as mobility need or challenging behaviour or autism. Trips are risk assessed to ensure appropriate staffing levels.
Teaching Approaches	A variety of approaches are used to meet a child's needs after baseline assessment. The curriculum is based on a creative model to promote engagement, problem solving and communication. There is a commitment to ensuring skills are mastered and functional.	School	Therapy advice is built into pupil programmes. All pupils have daily communication or language development opportunities. Books Beyond Words are being explored to help issues around transition to adulthood for KS4/KS5 students.	Teacher planning with SALT input	Parents/carers are asked to engage with learning programmes and therapist programmes to support learning in all environments.
Staff Training	All class teachers have qualified teacher status and many have additional qualifications. Teaching Assistants have a variety of qualifications including NVQ's and degrees. The school supports staff studying online degrees whilst they work and supports QTS route trainees.	School website	The school has an extensive training programme for all staff to ensure they are able to meet the educational, medical and physical needs of the pupils. All class staff attend 5 additional days training a year.	Staff Training	A training plan is set in line with the school development plan and training for individual pupils organised as appropriate.
Specialist Expertise	Pupils follow individualised educational programmes. The main focus for most pupils is communication and a range of personalised systems are available including signing, symbols, Proloquo and PEC's on iPad's, other AAC devices, the use of objects of reference, verbal and written communication. We have 7 to 8 days Board Certified Behaviour Analyst Consultancy to advise on pupil programmes and contribute to ongoing staff CPD. The swimming teacher creates individualised programmes for pupils as appropriate. Training in specialist approaches for individual pupils will be whenever necessary from other trainers or health professionals. Some pupils receive a curriculum that is not only differentiated but adapted to meet their diverse sensory needs.	School	Augmentative Communication Assessments are undertaken for some pupils. Therapists provide assessments and programmes for individual pupils to follow in school and at home. Music therapy is available to a small number of pupils to support communication and social skills. School nurses are consulted to support medical needs and training. Pupils on the Autistic Spectrum have aspects of VB, TEACCH, iPad and Picture Exchange Communication system (PECs), 5 P behaviour approach and direct instruction programmes as relevant to each child's needs	Statement/ EHCP	Programmes and approaches are discussed with parents/carers and other professionals involved.

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Reviewing pupil progress and Assessment	The Statement/ EHCP will be reviewed at least yearly with parents/carers and other professionals. Pupil's progress on their individual plans are assessed weekly through Pupil Achievement Profiles (PAPs) and targets reviewed and set. Ongoing assessment takes place in all lessons and achievement in lessons is used to inform Learning Pathway and National Curriculum year expectation assessments that show ongoing year on year progress.	School and parents/ carers	Pupils will have ongoing assessment to monitor the effectiveness of interventions. Multi agency reviews of a child's Statement /EHC plan will be held at least annually.	Statement/ EHC Plan School management	Teachers and teaching assistants continually assess children's progress against targets for each lesson. Many teachers and support staff have specialist qualifications specific to their areas of work.
Parental involvement and support	Parents/carers are given overview sheets of the skills their child has acquired each term in order to generalise into the wider environment. They are invited to attend meetings to review progress with their child's teacher. Parent/carer training is planned to meet the needs of parents/carers as identified via surveys and conversations. A weekly newsletter and Twitter news feed keeps parents/carers informed about the events and work of the school. The Parent and Friends Association (PFA) provides a great deal of funding and a range of social activities for pupils and families. Coffee mornings encourage parent/carer social contact and offers support including a Parent Resource Library providing resources and ongoing learning support for parents/carers.	School	Parents/carers are welcome to request meetings around their child's progress in school at any time. The Parent Partnership lead and Family Practitioners will offer specific home school support programmes where necessary to support a range of family, child and educational issues. We offer training opportunities for parents. Our family support team ensure that contact is maintained with families requiring ongoing support.	School management	Home school books report daily events, learning, any causes for concern or special achievements for that day.
Specialist facilities	The school has a range of specialist equipment in classes and one specialist room. These include communication equipment, classes and systems to support autistic/non-verbal pupils, training room for professionals to meet/courses to run, parent/family room, hydrotherapy pool, soft play area, sensory room and playground, hoists/changing room and other adaptations, accessible playground equipment and specialist, accessible hydrotherapy swimming pool.	School	Individual equipment is purchased by the school/health as required by individual pupils.	EHC plan	Specialist facilities are also accessed by the Under 5's inclusion service. Dycorts School also use the sensory playground and swimming pool booked through the school.

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Health Services	The school has access to medical advice from NELFT nurses and one morning per week a school nurse is on site to advise staff and parent/carers. Speech and Language Therapists and Physiotherapists and Occupational Therapists visit school to assess children and provide programmes for the class teacher to implement. The community paediatrician meets with the school nurse and parents/carers at least yearly. Dr Sarkar visits termly from CAMHS. Other therapies are utilised when appropriate for individual children.	EHC Plan	Where pupils have particular medical needs the on-site nurses based at Ravensbourne School provide support, train staff and prepare care plans.	EHC Plan	The school is committed to delivering programmes written by other professionals where appropriate.
Extended School Activities	We provide after school club activities when possible and these are subsidised by the PFA. We also enhance the opportunities of pupils receiving free school meals through our disadvantaged fund and pupil premium. Swimming sessions are offered to pupils on four evenings per week after school by a qualified swimming teacher in the school's specialist pool facilities.	School	Additional after school /enrichment activities dependent on need. Sensory playground sessions are organised when possible during holidays for parents/carers to access. Swimming sessions can be purchased by parents/carers during the school holidays.	School	Other charitable groups hire facilities through lettings agreements. Swimming sessions are provided to children and adults with disabilities from the local community on four evenings per week delivered by a qualified swimming teacher in the school's specialist pool facilities.
Personal Budget	School place values vary from year to year and depend on the assessment by the local authority within the A to G banding of need criteria.	EHC Plan	Additional support for pupils as agreed at multi agency meeting.	EHC Plan.	Direct payments cannot be used to purchase support during school day.
Social Care	School staff work closely with relevant social care teams to support the families of our pupils. Our offer is enhanced by our Parent Partnership lead teacher Teacher 3 days a week and two full-time family practitioners.	Referrals can be made through our Parent partnership lead or a Senior Member of Staff	Short break activities can be provided at the weekends and in school holidays.	Social Services	School works closely with Short breaks team where appropriate.