



Ravens Wood School SEND Report

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Definition of SEND

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

The [SEND Code of Practice 2015](#) and the [Children and Families Act 2014](#) gives guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported.



Introduction

This SEND Information Report outlines the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential. Provision may change and develop over time.

Ravens Wood is an inclusive school which recognises the importance of promoting the wellbeing of all of its students, making reasonable adjustments to our practices so as to comply with the Equality Act (2010). The school has a shared expectation that all students, regardless of their specific needs, should be 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.

Who should I contact to discuss the concerns or needs of my son/daughter?

Form Tutor (email addresses are shared at the beginning of the year with parents)	The form tutor is the first point of contact to discuss students' needs or concerns. Tutors are in close contact with classroom teachers who track academic progress as well as provide pastoral support.
SENCO Mrs J Appleton Deputy SENCOs Miss T Harper & Mrs M Saunders	The SENCO oversees the provision of support for all students with SEND. Working alongside the Deputy SENCOs, to offer specialist advice and liaises with families and external agencies to ensure that every student with SEND receives the support they need.
SEND Admin send@rws.uk.net	SEND Admin can provide information about the SEND provision delivered at Ravens Wood to both prospective and current parents. They will also triage any queries or requests to the relevant member of the SEND team, ensuring that parents receive accurate and timely responses.
Pupil development (PD) department	The SEND Team is made up of specialist staff, including teachers with expertise in ASD, Dyslexia, and EAL, as well as Higher Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs). While the team is located in the Pupil Development area of the school, this is not a designated base for students. In addition to accessing lessons across the main school, some students may receive targeted support through 1:1 sessions or small group interventions



	delivered in the Pupil Development area, depending on their individual needs.
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Range of Special Educational Needs at Ravens Wood School

At Ravens Wood, we support students with a wide variety of Special Educational Needs and Disabilities (SEND), in line with the categories defined by the SEND Code of Practice. Our experience includes supporting students with needs in the following broad areas:

- **Communication and Interaction:**
This includes students with Autism Spectrum Disorder (ASD), speech, language, and communication needs (SLCN), and other related difficulties.
- **Cognition and Learning:**
Students who experience moderate, severe, or specific learning difficulties such as dyslexia, dyscalculia, and other processing disorders.
- **Social, Emotional and Mental Health Needs:**
Supporting students with challenges including anxiety, ADHD, attachment disorders, and other social or emotional difficulties affecting learning and wellbeing.
- **Sensory and Physical Needs:**
This covers students with visual or hearing impairments, physical disabilities, or medical conditions requiring specific support and adaptations.

At Ravens Wood school we recognise the need to increase and enhance training further. We are committed to expanding our CPD programme to ensure all staff are fully equipped with up-to-date knowledge and skills to support the diverse needs of our students effectively.

English as an Additional Language (EAL)

When students join Ravens Wood with English as an additional language, we take a supportive and inclusive approach to help them settle and succeed. This includes:

- An induction process led by our EAL Specialist to welcome and orient new students.
- Connecting students with others who speak their heritage language within the school community.
- Providing a 'buddy' from their form tutor group to offer peer support.
- Planning and delivering expert support tailored to their needs beyond the classroom.
- Supporting students in studying and completing a GCSE qualification in their heritage language, where applicable.



Additionally, we have identified the range of languages spoken by both teaching and non-teaching staff at Ravens Wood. This helps foster effective communication, supports successful integration, and strengthens links with families. Many students benefit from targeted interventions with our EAL Specialist, Mrs Bhattal.

How does Ravens Wood identify Special Educational Needs and Disabilities?

Ravens Wood identifies Special Educational Needs and Disabilities (SEND) through ongoing monitoring by class teachers and form tutors, who observe students' progress and engagement. If a student is struggling or shows signs of additional needs, staff refer them to the Pupil Development Team. This team collaborates with families and teachers to plan appropriate support.

Parents can also raise concerns by completing the RWS Parent Referral Form available on the SEND section of the school website: [RWS SEND](#)

Students identified with SEND are added to the SEND register, accessible to all staff. Their progress is regularly reviewed through termly assessments by subject teachers and the SENCO, which informs any necessary adjustments to support.

Ravens Wood follows a Graduated Approach to SEND provision, using the assess, plan, do, and review cycle. This ensures support is regularly evaluated and adapted based on students' changing needs, with monitoring carried out through reports, observations, learning walks, and feedback from parents, students, and staff.

If difficulties persist despite school support, the school may seek advice from external specialists such as the Local Authority's Inclusion Support Advisory Team (ISAT), always in consultation with parents. For students needing more intensive help, the school can apply for Funded Inclusion Plans (FIP), providing additional targeted support beyond standard resources.

For those with the highest level of need, the school may request an Education Health & Care Plan (EHCP) needs assessment from the Local Authority. Further details about this process are available in the LA's Local Offer.

Exam Access Arrangements

For some students, additional arrangements and adjustments can be made to help them fully access assessments and examinations. These may include extra time, rest breaks, the use of a word processor, or other support, all in line with Joint Council for Qualifications (JCQ) guidance.

Referrals for access arrangements can begin as early as Key Stage 3. During this stage, staff may identify students who could benefit from additional support and trial various arrangements in class or informal assessments. The SENCO will review the evidence to determine if these arrangements reflect the student's **normal way of working** and decide



whether further formal screening is needed to confirm eligibility for examination accommodations.

Once eligibility is confirmed, the SENCO will manage the application process and keep parents and carers informed. For more information on access arrangements and the school's procedures, please refer to the School's Examinations Policy: [RWS Examinations Policy](#)

What is our approach to teaching and supporting students with Special Educational Needs?

'Quality First Teaching' is the foundation of our SEND provision at Ravens Wood School. We expect every teacher to plan with the needs of students with SEND in mind, using *adaptive teaching methods* so that all learners can make meaningful progress during lesson time. Students may need adjustments to instruction, resources, or task design to access the full curriculum.

To help staff put adaptive teaching into practice, we currently:

- **Promote specific adaptive strategies**— teachers are encouraged to use
 - **Chunking** information into manageable sections
 - **Stepped tasks** that build skills in clear stages
 - **Acronyms and memory aids**
 - **Teacher modelling** of processes and outcomes
 - **Thinking aloud** to make problem-solving explicit for studentsThese approaches are being rolled out across the school, and we monitor their uptake and impact.
- **Provide an SEND handbook** that outlines key techniques and classroom adjustments for a wide range of needs.
- **Issue Pupil Passports** for students with an EHCP, Funded Inclusion Plan (FIP), or targeted SEND support. Passports summarise each student's strengths, difficulties, and recommended classroom strategies.
- **Offer regular professional learning**—staff receive ongoing training on adaptive planning, pace, challenge, and up-to-date SEND practice and policy, plus bespoke CPD for colleagues working with particular needs.
- **Assign a PD Champion** to every student with FIP or EHCP funding. Champions carry out additional check-ins, monitor personalised targets, and coordinate any small-group or in-class support from Learning Support Assistants recommended by external professionals.

This evolving, whole-school focus on adaptive teaching ensures that students with SEND have the best possible access to learning—and that staff are continually developing the skills to meet diverse needs.



How does Ravens Wood prepare and support students with Special Educational Needs in transition to Year 7?

At Ravens Wood School, we understand that the transition from primary to secondary school can be a significant and sometimes overwhelming change, particularly for students with Special Educational Needs and Disabilities. To ensure a smooth and supportive transition, we put in place a carefully planned programme of support, with our SENCO fully involved at each stage.

Our SENCO attends the Bromley borough-wide Transition Day, where SENCOs from local primary schools meet with secondary colleagues to share detailed information about each student's individual needs, strengths, and support strategies. This helps us prepare well in advance for how we will meet each student's needs from the start.

For students with an Education, Health and Care Plan (EHCP), we offer an enhanced transition package. This includes:

- A **small-group tour for EHCP families** in May, for students whose secondary placement has been confirmed at Ravens Wood. This provides a quieter opportunity to explore the school site and ask questions.
- We host an **Afternoon Tea event** specifically for each incoming Year 7 student with an EHCP, held ahead of the main induction day. This informal visit provides the student with a quiet opportunity to meet key staff, explore important areas of the school, and begin building confidence and familiarity before joining their full cohort on induction day and starting with us in September.

Where appropriate, we will also:

- **Attend Year 6 Annual Reviews** for students with EHCPs, to ensure that transition planning is personalised and well-informed.
- **Visit primary schools** to observe and speak with key staff about students who may require additional support in September.

To support all new Year 7 students, including those with SEND, we also implement practical adjustments during the first term. For example, Year 7 students are given early access to lunch and break times to help them settle into routines, avoid busy periods, and build confidence in navigating the school environment.

This graduated approach to transition enables students and families to feel informed, welcomed, and supported—laying a strong foundation for success in secondary school.



How we Support Students with SEND in the Sixth Form

At Ravens Wood Sixth Form, support for students with SEND focuses on building independence and preparing them for higher education, work, and adult life. Students are encouraged to develop self-advocacy skills and take an active role in managing their learning.

Targeted Support

Students benefit from study skills sessions, dedicated study spaces, and additional organisational help tailored to their needs.

Access arrangements such as laptops, extra time, and advance provision of lesson materials are integrated into students' regular routines. Seating plans and advance notice of timetable changes are used when helpful.

Feedback and Pastoral Care

Teachers provide clear feedback, often supplemented with verbal explanations. Students receive extra pastoral support, including more frequent tutor check-ins, alongside access to resources like the school library.

We support students with SEND to engage in research, group work, and self-directed study. Deadlines and extensions are adjusted where appropriate to meet individual needs.

EHCP Reviews and Student Involvement

Students with EHCPs actively participate in annual reviews, helping to shape their goals and future plans.

How We Support the Wellbeing of Our Students

At Ravens Wood School, we recognise that Social, Emotional and Mental Health (SEMH) is one of the four broad areas of need identified in the SEND Code of Practice. For many students with Special Educational Needs and Disabilities (SEND), emotional wellbeing is closely connected to their ability to access learning, maintain positive relationships, and succeed in school life.

Therefore, promoting wellbeing and supporting mental health is a key element of our SEND provision. While the support outlined below is available to all students, it is especially relevant for those with SEND who may experience additional challenges such as anxiety, low mood, difficulties with emotional regulation, or social interaction.

If a student has any worries or concerns, they are encouraged to speak with their Form Tutor, Head of Year, or a member of the Safeguarding Team. Students also have access to a dedicated email address: talk@rws.uk.net, where they can confidentially raise concerns about their own or another student's wellbeing.



The school works closely with external agencies to provide counselling and tailored support for students who may need it. Further information and links to these services can be found on our **Child Protection and Safeguarding** page: [RWS Child Protection and Safeguarding Policy](#)

How does Ravens Wood School work with families of students with Special Educational Needs and Disabilities?

Strong relationships with families are central to effective SEND support at Ravens Wood. We aim to create a culture of partnership, where parents and carers feel heard, supported, and involved in every stage of their child's educational journey.

We involve families in a range of meaningful ways, including:

- **Early involvement at transition**
Prior to a student joining the school, particularly those with EHCPs, families are invited to tour the school and meet our SENCO. These offer the chance to discuss individual needs and ask questions. Additional visits and informal events such as our *Afternoon Tea* help ease anxiety and support a smoother start.
- **Accessible support at key events**
A member of staff from the Pupil Development Team is present at Parents' Information Evenings throughout the year, making it easy for families to speak with staff about progress, strategies in use, and any emerging concerns.
- **Collaborative planning through Annual Reviews**
For students with EHCPs, families are invited to attend statutory Annual Review meetings. These provide an opportunity to reflect on the year, review outcomes, and agree on any changes to the support in place.
- **Personalised communication through Pupil Passports**
When a Pupil Passport is developed or reviewed, parents are invited to contribute their perspective. This ensures staff are equipped with a complete picture of the student's strengths and challenges, informed by those who know them best.
- **Parent referral system**
Parents can raise concerns or request support for their child directly via the **SEND Referral Form** available on the school website. This system ensures that the Pupil Development Team is promptly informed and can respond quickly to any emerging needs.
- **Ongoing contact with key staff**
Where appropriate, students are matched with a mentor or key member of the Pupil Development Team who regularly checks in and communicates with home. This consistent contact strengthens the link between school and family, ensuring any issues are addressed promptly.
- **Specialist forums for parent learning and connection**
We run annual forums for parents whose children have specific needs:



- **Dyslexia Forum** – Led by our Literacy Specialist, Mrs Hemmings, this session explores how we support dyslexic learners at school, with tips for supporting them at home. Parents and students are invited to share lived experiences and strategies.
- **Autism Forum** – Our ASD Specialist, Mrs McDonagh, hosts this popular session, covering practical strategies and celebrating the voices of autistic students through their personal presentations.

What other agencies and professionals do we work with to meet the needs of students with Special Educational Needs and Disabilities?

At Ravens Wood, we work closely with a wide range of external agencies and professionals to ensure every student with SEND receives the specialist support they need. Our school regularly hosts visits from key professionals such as an Educational Psychologist, Bromley Wellbeing Counsellor, SEN Support Partner, and Speech and Language Therapist. These experts work hand-in-hand with our Pupil Development Team to provide tailored advice, assessments, and interventions.

In addition, we collaborate with several external services and local authority teams, including:

- Bromley Child and Adolescent Mental Health Services (CAMHS)
- Bromley Children's Project
- Bromley Complex Needs Department / Inclusion Support Advisory Team (ISAT)
- Bromley Core Panel Referral Service
- Bromley Educational Psychology Service
- Bromley Home Tuition Service
- Bromley Parent Voice – www.bromleyparentvoice.org.uk
- Bromley Respite Provisions
- Bromley SEND Advisor
- Bromley Specialist Disability Team
- Occupational and Physiotherapy Teams
- Social Communication Team – Bromley Gateway
- Speech and Language Therapy Team

We prioritise clear and regular communication between school staff, families, and these external professionals. This collaboration includes attending multi-agency meetings and contributing to Education, Health and Care Plan (EHCP) reviews to ensure a joined-up approach to meeting each student's needs.

Where students or families require additional support, we also liaise with Early Help Services and Safeguarding Teams to provide timely and appropriate interventions.

For students with complex needs, we involve external agencies to support smooth transitions between key stages or when moving to new schools.



Finally, we recognise the importance of empowering families and therefore signpost parents and carers to local support groups and organisations, such as Bromley Parent Voice, offering valuable advice and community connection.

What training is available to Ravens Wood School staff and what are the specialisms within the Pupil Development Team?

Training

At Ravens Wood, ongoing professional development is a key focus to ensure all staff are equipped with the latest knowledge and strategies to support students with SEND. Throughout the year, teaching and specialist staff share best practices and attend training sessions tailored to a wide range of needs.

All staff have access to detailed guidance on supporting different SEND categories to help adapt their teaching effectively.

Additionally, we are currently training members of our team to gain the Emotional Literacy Support Assistant (ELSA) qualification, enhancing our capacity to support students' emotional wellbeing.

Specialisms

This academic year, we warmly welcome a new SENCO to Ravens Wood, who will be working towards achieving their SENCO qualification alongside one of our deputy SENCOs. Mrs Appleton, brings extensive experience and expertise as she continues to support the department throughout her ongoing qualification process.

Our Pupil Development Team includes graduates and qualified teaching specialists, enabling us to offer a wide range of targeted interventions and support programmes tailored to students' diverse needs.

Who should you contact if you have a concern or complaint?

Ravens Wood School welcomes feedback on how we can improve our provision for students with SEND. If you have any concerns about SEND support, please contact the SENCo directly at send@rws.uk.net. This enables us to address and resolve issues quickly before they develop into formal complaints. Should you wish to make a formal complaint, this should be directed to the Headteacher.

All state-funded schools must have a clear complaints procedure, which is published and accessible to parents and carers. The Impact Multi Academy Trust Complaints Policy is available on both the school and trust websites. The Trustees and Governing Body are committed to ensuring that anyone wishing to make a complaint—whether related to children with SEND, with or without Education, Health and Care Plans (EHCPs)—is treated fairly, given



the opportunity to present their case, provided with a written explanation of decisions made, and informed of their right to appeal.

Where can I find more information concerning Bromley's local offer and local organisations who provide support for young people with special educational needs?

Further information about support and services for students and their families can be found at www.bromley.gov.uk/localoffer.

The Information, Advice and Support Service (IASS) offers free, impartial information, advice and support for young people with special educational needs and their families. They can be contacted using the following details: Email: iass@bromley.gov.uk Telephone: 020 8461 7630. Bromley Parent Voice – www.bromleyparentvoice.org.uk.

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