

Redhill Primary School

SEND Information

Report



June 2016

Redhill Primary School is a mainstream school with pupils ranging from 4-11 years old. We have an onsite nursery provision catering for children from rising 3 to 5 years of age.

At Redhill Primary School, we believe every child has unique needs and that our entire school is enriched because of this.



Our Aim

We aim to enable all children to achieve their potential and plan very carefully to support and challenge them to do so.

Our Objectives

To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;

- To ensure that every child experiences success in their learning and achieves to their highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

What kinds of special educational needs are provided for at Redhill?

Redhill Primary School is proud to be able to provide an inclusive education for children who may have

- Cognition and learning needs
- Communication and interaction needs
- Physical and medical needs
- Behavioural, social and emotional needs
- Sensory needs



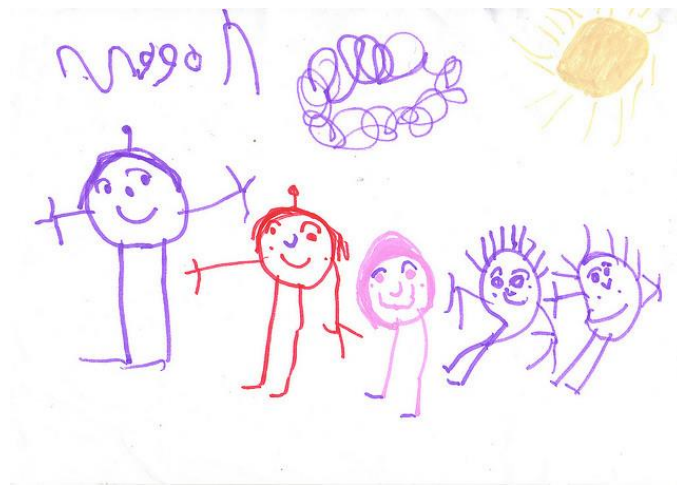
How do we identify children with SEND and their needs?

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils;

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the team leader and Inclusion Manager and a plan of action is agreed.
- In school, we make regular assessments of children and record their progress against the statutory requirements of the Early Years Foundation Stage in nursery and reception and against the National Curriculum for children from Years 1 to 6. We also monitor closely children's emotional and behavioural wellbeing. Where assessments show a child is not working at age related expectations, or they are making less than expected progress, or if they are finding it difficult to make friends or behave appropriately, we will use our professional judgement to ascertain if the child may have a special educational need.

- Parents sometimes ask us to look more closely at their children's learning. We take all parental requests seriously and investigate them all. If you feel that your child has any special educational needs please contact our Inclusion Manager Mrs Denise Rock who will be pleased to discuss your concerns in detail with you.

Sometimes, a child may have been identified as having a Special Educational Need or Disability before starting school. Where this is the case, we work closely with parents and external agencies to ensure a smooth transition into school and plan so that good achievement is made by that child.



How do we meet the needs of children with SEND?

In accordance with the SEND Code of Practice 2014, we adopt a graduated response to SEND provision determined by the support each individual child requires. We use a three tier approach to classify educational needs that are additional to, or different from everyday classroom provision.

- Wave 1 - This type of support will happen in the classroom. Teachers will focus on a particular child or group of children in order to achieve specific targets
- Wave 2 - This type of support will happen in addition to lessons taught in class. This is support for children who need a little extra help to access the curriculum fully. These will be short term interventions.
- Wave 3 - This is additional support for those children who despite wave 2 intervention require further support or those children who have specific needs that require a greater level of support. This can

be 1:1 support based on an individual programme developed for that child to achieve highly differentiated and focussed targets. These targets will sometimes be set with support from external agencies.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND are entitled to be taught by their teacher not always by a TA. When allocating additional TA support to children, our focus is on outcomes, not hours. We aim to provide additional support to enable the child to reach their challenging targets, but without developing a learned dependence upon an adult.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children with SEND are deliberately challenging in the attempt to close the attainment gap between the children and their peers.

For an overview of our range of interventions please follow the link below. Please note that this is not an exhaustive list as where appropriate, our provision/interventions are bespoke and tailored to a child's specific needs as we recognise that one size does not fit all.

<https://redhillschool.taw.org.uk/send/SitePages/Interventions%20and%20Resources.aspx>

Once a child has been identified as having SEND, annually, a pupil plan is used to record information pertinent to that child, such as their strengths and interests, what they find hard and what helps them to achieve. Information about interventions they have been involved in or professionals who may have worked with them will also be recorded to ensure continuity in provision. The plan is completed with the child and parent and is used as a guide for the class teacher. Each child will also have a provision map which outlines challenging targets for the child to achieve each term together with the personalised provision put in place to enable the child to achieve those targets.

What adaptations are made to the curriculum for children with SEND?

In our curriculum and depending upon the need of the child, we make adaptations so that all children can access learning. These include:

- Providing enlarged print for texts
- Breaking curriculum content down into small parts
- Providing visual cues and timetables so that children are able to be independent in their learning and
- Providing children with resources that allow independent access to curriculum content such as acetate overlays for children who have been diagnosed with dyslexia.

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class however, on occasions this can be individually differentiated for a specific child. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.



How do we work with parents/Carers?

We aim to have a good and informative relationship with all of our parents. The collaborative planning and target setting systems in place for SEND pupils means that parents/carers are consistently involved and supported in order to help children reach their targets. Parents/Carers are commonly supported in school via needs that arise due to target setting or multi agency planning

meetings. The school hosts a number of parent consultations throughout the year and regularly invites parents into school to work with their child on open mornings. Our staff are always willing to help parents and informal discussion can take place if a parent has any concerns.

How do we listen to the children's views?

We value and celebrate each child's views on all aspects of school life. This is carried out through our active School Council. We also regularly ask the children to complete questionnaires in which they give their views on a number of school issues.

Children with individual learning plans discuss their targets with the class teachers and are involved in drawing up the plans.

If your child has a Statement of Special Educational Needs or an Education Health Care Plan their views will be sought at the review stage, if appropriate.



How do we monitor a child's progress?

- We measure children's progress in learning against national age related expectations.
- Pupil progress meetings are scheduled into the staff meeting timetable allowing teachers to monitor pupil progress and identify children requiring additional support.
- The class teachers continually assess each child and note progress. They use observations, evidence in books and tracking grids to monitor progress and achievement.

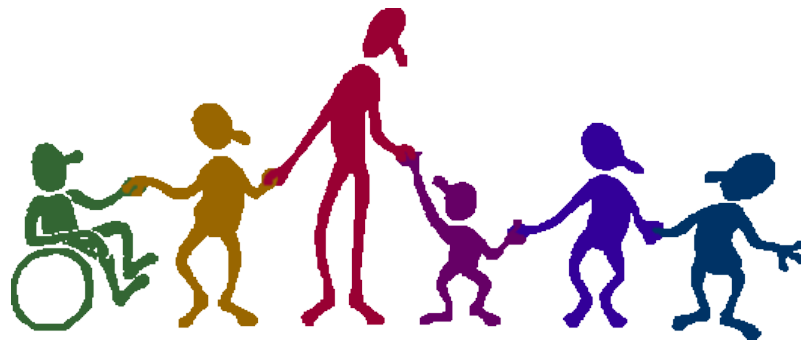
What support is in place for improving social and emotional development?

We adopt a caring and understanding ethos and are an inclusive school. We welcome and celebrate diversity and believe that high self esteem is crucial to children's well being. All of our vulnerable pupils are known to staff.

Staff are always available and willing to provide pastoral support for all children including those with SEND. As a school, we do not tolerate bullying and any concerns regarding behavioural issues including bullying are recorded and acted upon.

All children are encouraged to participate fully in the life of the school.

Staff are situated on the entrance doors every morning to greet and welcome pupils thereby ensuring a smooth transition between home and school each day.



What specialist services and expertise are available or accessed by the school?

Staff training needs are identified and planned for in response to our pupil needs and our anticipatory duty. All staff undertake induction training on appointment and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision. Within the school, the teachers with specific SEND related training are:

- Mrs Denise Rock - SENCO/Inclusion Manager - Graduate Certificate in SEND and Inclusion. Certificate of Competency in Educational Testing
- Mrs Sarah Wilson - Graduate certificate in dyslexia and literacy,

- Mrs Claire Freestone - Post Graduate certificate - Maths Specialist Teacher.

The staff at Redhill have experience in working with lots of different children with specific learning or behavioural needs.

In addition, we welcome outside agencies to come in and support us both in class and in staff training such as:

- Speech therapy, physiotherapy, occupational therapy
- Children and Adolescent Mental Health Services, School Nurse, Paediatricians
- Learning Support Advisory Teacher
- Educational Psychologist
- Sensory Inclusion Services
- Behaviour Support Team and Outreach support.



How are children with SEND included in activities outside of the classroom including school trips?

It is our aim for all children to be included on school trips including residential visits. We will make the necessary adaptations wherever possible in consultation with parents/carers. A comprehensive risk assessment is carried out prior to any school trip to ensure that the safety of pupils is maintained.

We endeavour to provide activities outside of the classroom that are accessible to all children. All of our children have equal access to the before school, lunchtime and after school clubs which develop engagement with the wider curriculum.

How accessible is the school environment?

Redhill school is on one level. The corridors are wide and we have an easy access toilet with sensor taps. There is disabled access to our outside facilities including our sensory garden. We generally find that no further adaptations to the building are necessary for children with physical disabilities. Other adaptations will be made, as appropriate, to accommodate children with sensory disabilities. All of our classrooms are inclusion friendly. The school has disabled parking bays.



How do we prepare and support a child when joining the school and transferring to a new school?

Pupils with additional needs who join our school either at the beginning of the year or during the academic year will be supported, as appropriate, so that a successful transition is achieved. The school works with the Local Authority where a child is starting our school with a statement of Special Educational Needs to ensure that they are appropriately supported in conjunction with parents. We provide all parents/carers with a smooth move booklet which further details transition arrangements. Prior to transition, the Inclusion Manager arranges SEND transition meetings with key secondary school staff. The relevant staff then visit the child at our school and the child visits the new school for transition days. A child's SEND records are transferred to the new school to ensure that that new school is aware of the child's needs and targets.

How do we measure the impact of our SEND provision?

- Class teachers and the Inclusion Manager meet regularly to discuss progress against planned outcomes.
- We have a management structure that is focused on assessment and analysing information about all children in the school. The SENCO will also monitor planning and other evidence to ensure that all children with SEND are receiving a full and inclusive entitlement.
- Children's targets on their pupil plans are reviewed termly to ensure that they are being met.
- By ensuring that the children are making progress against national/age related expectations.
- Verbal feedback from the teacher, pupil and parent.
- Children being removed from the SEND register when they have made sufficient progress.



How do we manage the administration of medication and personal care?

- We have a clear medical conditions policy which can be downloaded from our website.
- We have an intimate care policy that is available upon request from the school office.
- We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education.

- If a child requires medication during the school day, this will be managed through an Individual Healthcare Plan written by the school in conjunction with the parent/carer.
- Staff have regular training regarding medical conditions and medication affecting individual children to ensure that all staff can manage medical situations if the need arises.



What can you do if you have a complaint about any aspect of the SEND provision?

Most issues can be resolved by speaking with the class teacher or the Inclusion Manager. If however, the issue has not been resolved, the school has a clear complaints policy that can be downloaded from the school website.

Who should you contact if you require any further information?

In the first instance, contact the Inclusion Manager Mrs Denise Rock on 01952 387979.

The SEND team at Redhill comprises:

- Mrs Rock - The SENCO and Inclusion Manager
- Mrs Sarah Wilson - Dyslexia Specialist
- Mrs Beth Tutchener-Ellis - Governor with responsibility for SEND

Useful sources of further information

- Our School Offer can be downloaded from our school website
- Our SEND policy can be downloaded from the school website
- The Local Offer can be found at <https://www.telford.gov.uk/send>. You will find signposting for other agencies that support families and pupils.



This SEND Information Report was written by Mrs Rock Inclusion Manager and Mrs Tutchener-Ellis SEND Governor. It will be updated annually.