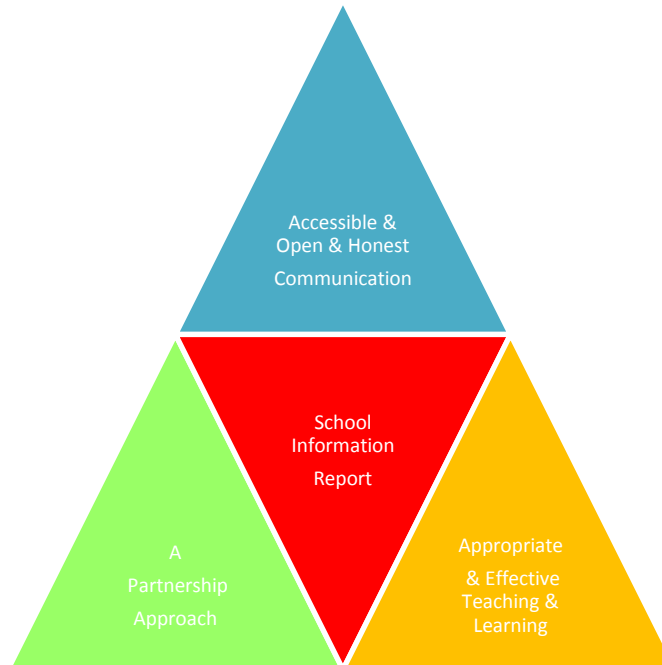


REDHILL PRIMARY SCHOOL

SEND School Information Report



Redhill is a one form entry primary school with just under 200 children on roll.

Our SEND Co is Mrs H Geobey : senco@redhill.staffs.sch.uk or 01543 334510

Our pastoral team is made up of Mrs A Cocker & Mrs J Aulton. They are available on a daily basis to discuss any issues if necessary.

The school's main priority is to provide Quality First Teaching for all of our children. However for some children a specific need may be identified eg speech, reading, number, autistic traits, dyslexia etc... Where this is the case the school would monitor in the first instance & carry out further observations & standardised assessments. A review will then take place & suggested strategies put in place to support individual children.

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us - firstly contact your child's class teacher, if concerns still exist speak to the SENCO (Mrs H Geobey) or the Headteacher (Mrs L. Banks). The Pastoral team are available to - just ask for Mrs Cocker or Mrs Aulton.

- We pride ourselves on building positive relationships with parents. We are open and honest with our parents and hope that they are able to do the same with us.

- Also see complaints policy

HOW WILL SCHOOL SUPPORT MY CHILD? WHO WILL OVERSEE,

PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The SENCO (Mrs H Geobey) oversees all support and monitors the progress of any child requiring additional support across the school.
- The SENCO then works in conjunction with the class teacher to oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area.
- There may be a Teaching Assistant (TA) assigned to work with your child, either individually or as part of a small group.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with the parents on a termly basis (this could be part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENCO is available to discuss support in more detail. Appointments are usually available on either a Thursday afternoon or Friday morning.

WHAT SUPPORT CAN THE SCHOOL PROVIDE TO AVOID

EXCLUSION AND IMPROVE ATTENDANCE?

- As a school we have a very positive approach to all types of behaviour, which is informed by a school behaviour policy.
- Parents are informed immediately if staff see a change of behaviour in a pupil that is cause for concern. In turn, we encourage parents to inform us of anything that may have happened at home, which may change the child's behaviour in school.
- If a child has on-going behaviour difficulties an Individual Graduated Plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.
- The attendance of every child is monitored on a daily basis. Lateness and absences are recorded and reported to the Headteacher.

The Deputy Safeguarding Officer and the Headteacher hold meetings for parents of pupils whose attendance is causing some concern to see if any support is required and look at possible actions.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

The new school building opened in July 2014. The school site is wheelchair accessible with accessible toilets. The school is on one level with easy access to fire exits. We have a hearing loop in the Hall & a portable hearing loop too. The school has a few intervention rooms that can be used for specific interventions. The school has maintained good levels of Teaching Assistant support.

HOW DO WE MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing medicines on the school site.
- Parents need to contact the School Office if medication is recommended by Health Professionals to be taken during the school day. The class teacher will then be informed so that a First Aider can issue the medication.
- As a staff we have relevant training including updates of conditions and medication affecting children so that all staff are able to manage medical situations.
- As a school we implement care plans and issue assessment where appropriate. Eg any child with an inhaler or who wears glasses etc...

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against national expectations. We also use Nationally Standardised Tests such as the Salford Reading Test.
- The class teacher continually assess each child and notes where they are improving and where further support is needed.
- Children who are not making expected progress are picked up through review meetings with the class teacher, the headteacher and the SENCO.
- When the child is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- During this meeting an interim plan is put together. This is reported to the parents during a termly meeting.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school. All staff believe that children having high self esteem is crucial to a child's well being. We have a caring, understanding team looking after our children.
- The class teacher has the overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, The Behaviour Support Team, Autism Outreach, Occupational Therapy etc.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN

WITH SEND HAD OR ARE CURRENTLY HAVING?

- We have members of staff trained to deliver 'Positive Play' & we activity work alongside Rocklands Special School.
- A number of Teachers and TA's are trained to support children with speech and language difficulties.
- All of our TA's have had training in delivering reading and spelling/phonics and maths programmes.
- Most members of staff has had Dyslexia Friendly training and we are a Dyslexia Friendly School.
- ASD/BESD/SLCN/SpLD training by all.
 - 2 pastoral workers who do wishes & feelings work, Good to be Me interventions & behaviour support such as 'Volcano in my Tummy'
 - Risk Assessments & plans are in place for specific children if RPI is deemed necessary.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND

HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

This will be through on-going discussions with parents. If your child needs more specialist support this will be discussed. The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. In the case of support being sourced via funding such as AEN & EHCP then funding is matched against the specific needs eg supervision, SALT therapy etc...

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE

THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum, including school educational visits. We will provide the necessary support to ensure that this is successful & or ask for additional support from home if the risk assessment deems this is necessary
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

HOW DO WE KNOW IF THE ADDITIONAL SUPPORT HAS HAD AN IMPACT?

- By reviewing children's targets on Graduated Response and ensuring they are being met.

- By monitoring the child's progress academically against national expected expectations and decide if the gap is closing.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off the SEND register when they have made sufficient progress.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Redhill Primary children are identified as having Special Educational Needs (SEND) through a variety of ways, including the following:

- Liaison with previous school, pre-schools and nurseries.
- Liaison with external agencies e.g. Health Visitors, GP, EP.
- Health diagnosis through paediatrician.
- Child performing below age expected levels.
- Concerns raised by parents.
- Concerns raised by teachers e.g. behaviour or self esteem is affecting their performance.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or the SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate regularly, especially if your child requires more specialist support.
- If your child is on the SEN register, they will have an Graduated Response Plan which will have individual or group targets. This is discussed at a termly meeting and parents are given a copy of the plan. The targets set are inspirational and SMART (Specific, Measureable, Achievable, Realistic and Time related) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has a SEND they will have regular meetings as part of their support (currently known as CAF/Team around the child). They may have a Statement of Educational Need, in which case this

may be converted to a new Education Health Care Plan (EHC plan). Both of these would involve a more formal meeting to discuss your child's progress and a report will be written.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We are a school that values and celebrates each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints raised.
- Children who have a plan discuss and set their targets with their class teacher or with Mrs Cocker through Wishes & Feelings work.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they have a worry.
- If your child has a plan or a Statement of SEN (or Education Health Care Plan), their views will be sought before any review meetings and when appropriate, they will attend the meetings

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- We have an experienced staff team who have a great deal of experience of working with children with Special Educational Needs.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school - for example:
 - Behaviour interventions,
 - Health including GP's, School Nurse, Paediatricians, Speech and Language Therapists, Occupational Therapists, CAMHS, Physiotherapy, Health visitor, pupil mentor, KLC,
 - Local Support Teams and Social Workers, Autism Outreach, Family and education engagement workers, Education Welfare Workers.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Secondary Schools run programmes specifically tailored to aid transition

for the more vulnerable pupils. We work with other agencies to plan in advance for these events eg Autism Outreach Team.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCO reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of our Governors is responsible for SEN and meets regularly with the SENCO. They also report to the Governors to keep everyone informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

COMPLAINTS

In the event that a parent is unhappy with the provision & wishes to make a complaint then our Complaints Policy is available from the office or from <https://www.redhill.staffs.sch.uk/policies/> . It is hoped that initially an informal discussion will resolve any issues. If not then a discussion with the headteacher & Chair of Governors if necessary.

THE LOCAL OFFER

The Local Authority Local Offer is available at: <http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/local-offer.aspx>

USEFUL CONTACTS

The Staffordshire Marketplace is an online directory of local care, support and wellbeing services, activities and events across Staffordshire aimed at the whole family. <http://www.staffordshiremarketplace.co.uk/>

The school also works with:

- Autism Outreach Team (AOT)
- Speech & Language Therapy (SALT)
- School Nurse
- Health Visitor
- Local Support Team (LST)
- Occupational Therapy (OT)
- SENSS

- Child and Adolescent Mental Health Services (CAMHS)
 - Midlands Psychology
 - Paediatricians
 - Educational Psychologist
 - Rocklands Special School
 - Sherbrook Special School
 - Special Needs Adventure Playground (SNAP)
 - Staffordshire Family Partnership
- <http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.asp>