

Our Local Offer for Special Educational Needs and/or Disability



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Our Local Offer for Special Educational Needs and/or Disability

Information Report Regulations

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How we identify and assess needs

How will you know if my child or young person needs extra help? *(IRR)*

Children with SEND are identified through assessment, tracking, conversations with parents, parental concerns which are always taken seriously and acted upon and through professional discussions.

Teachers, SENCO and Teaching Assistants visit nurseries to gather information in the summer term.

After identification we will begin an assess, plan, do, review cycle to provide strategies and support to meet the identified need. This will be reviewed to measure improved outcomes for the child.

Early intervention is key to addressing identified needs. We have programmes to support language development, reading development, spelling development, maths, well being, fine and gross motor skills and social skills.

If a child transfers mid year, the SENCO will speak with the previous school and information will be passed to us.

What should I do if I think my child or young person needs extra help?

Parents are encouraged to discuss their concerns with their child's class teacher in the first instance. This may be done via email, face to face or by contacting the school office to arrange a mutually convenient time. Parents can request a meeting or conversation with the school SENDCO to discuss the concerns by contacting the school office to arrange a mutually convenient time for a telephone conversation or face to face meeting.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

The school SEND policy can be found on the school website.

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? (IRR)

All children with additional needs and identified SEND are fully included in our broad balanced curriculum. Reasonable adjustments and adaptations to help facilitate access to the curriculum. Additional support from in class from qualified Teaching Assistants to target support for individual pupils. Children may also be supported with intervention groups following evidence based programmes as advised by outside agencies. Assessments inform teaching, strategies and programmes of support for pupils with additional needs. Pupils with SEND on the SEN register have a Personal Learning Plan with individualised targets. Parents are part of the planning and reviewing process to contribute to improving outcomes for youngsters. We believe in providing the right support at the right time. This additional support may include:

- Intervention groups
- Use of Personal Learning Plans for children with SEND
- Specialist equipment and resources for pupils where required
- Access Arrangements for SATs

How will the curriculum and learning environment be matched to my child or young person's needs? (IRR)

We offer a broad, balanced curriculum which is adapted to meet the individual needs of children with SEND.

We access external agencies where necessary and equipment to support learning. The planning of additional learning support is overseen by the SENDCo and headteacher.

During exams or SATS pupils may have access to adaptations in line with the current regulations. This may include extra time, a quiet room or a scribe. Some papers may even allow a reader

How resources are allocated to meet children or young people's needs?

The notional SEND budget is managed by the head teacher to allocate resources to meet individual needs.

Additional funding may be applied for via the SEN Hub.

Our school believes in providing the right support at the right time to improve outcomes for young people.

How is the decision made about what type and how much support my child or young person will receive?

The graduated response encompasses the assess, plan, do, review cycle which helps the decision making process on how to provide the right support at the right time. Teachers, professionals and parents will be involved in target setting and recommendations for how best to support the young person.

How will equipment and facilities to support children and young people with SEND be secured? (IRR)

Support for young people comes in a variety of forms many of which help to promote independent learning. Resources include adult support in class, in a small group or one to one on occasions; specialist equipment to assist writing, a wide variety of reading materials to meet need and interest, classroom resources to support physical need such as enlarged print, strategic seating, recommendations from the occupational therapy service or educational psychology service. Some of these may be environmental adaptations and others may require specialist equipment to be bought in where advised by an external agency.

Teaching, Learning and Support

How will you and I know how my child or young person is doing? *(IRR)*

Assessment and tracking is termly through teacher assessment, observations or standardised assessments.

Parents will be informed of progress termly through consultation with the class teacher or SENDCo.

Communication books may be used to foster home / school links where we use a confidence rating scale to discuss achievements in the day from the pupil perspective, the school perspective and home perspective. We value pupil voice at our school.

We work with outside agencies to support learning. We have good links with health professionals, speech and language therapists, the educational psychology service and specialist teachers.

How will you help me to support their learning? *(IRR)*

Teachers will provide examples of how to support at home and provide resources to help. This will be discussed on a one to one basis with the parent to ensure they know how to deliver this support to provide consistency. Throughout the year, staff offer parent work shops on a variety of subjects including phonics, reading, maths and handwriting.

How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

We highly value pupil voice and keep a running dialogue with children on how they know they are making progress. We talk to them about what they have learned and what new learning they have acquired. We also ask the children to rate the impact of any resources or equipment they are using so that we maximise the effect in order to improve the outcome.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

We use assessment tools such as standardised tests, pre and post assessments when providing an intervention, pupil voice and parent feedback to measure the impact of support for young people with SEND.

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Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

We meet and greet our pupils as they begin the school day and offer early morning learning on arrival. Children have fifteen minutes to settle to learning and talk to familiar adults before they begin their day. We offer support at unstructured times such as play ground buddies, sports coach, lunch club for pupils with communication and interaction difficulties. We also have TA support available at lunchtimes for those who need a quieter space or a calm area away from the busy playground. We support transitions and prepare pupils for new events in school. All pupils are included for PE and on school trips. We carry out risk assessments where necessary to fully include all pupils in all activities where possible.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

We have a lead teacher for well being and mental health.

Our anti-bullying policy can be found on our website.

All of our staff offer pastoral support to encourage and monitor good self-esteem and confidence.

We have access to a counselling service and have staff trained in introductory counselling level one and emotion coaching.

How will you manage my child or young person's medicine or personal care needs?

Administration of medicines policy can be found on the school website.

Care plans are in place which are drawn up by all interested parties under the guidance of our school secretary. Data collection sheets are updated every year and any changes should be made by parents to the school office so we have the most up to date contact in case of a medical emergency.

Parents are asked to provide a copy of the medical appointment letter when young people have to take time off for medical appointments.

What support is there for behaviour, avoiding exclusions and increasing attendance?

As we develop, we learn about boundaries, the difference between right and wrong, and to consider the views and feelings, needs and rights, of others. They understand the impact that their behaviour has on people, places and objects. The development of these skills requires role model guidance to help encourage and model appropriate behaviours and to offer intervention and support when we struggle with conflict and emotional situations. In these types of situations key people can help identify and address triggers for the behaviour and help us reflect, regulate and manage our actions. The support of these role models mainly revolves around our ANTLERS.

Our school rule, ready, respectful, safe encompasses the positive behaviours, we consistently endorse and expect from everyone at Redhill. By following this simple rule, in every aspect of our school lives, we can all achieve our best, enable others to achieve their best and achieve physical and mental well-being.

The Redhill Way: Excellent behaviour is underpinned by strong relationships, high quality teaching and learning and positive recognition. In order to achieve this, we have set expectations for all members of our community & their behaviours.

We seek advice from the behaviour support service and have access to support from the SEND HUB, which can include alternative provision where necessary.

We work with the education welfare officer to support attendance where needed and offer initiatives to pupils who may need support with attendance.

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Safety and wellbeing

How do you support children who are looked after by the local authority and have SEND?

We have a designated teacher to support children who are looked after by the local authority and the children who have SEND will be supported by the SENDCo and the graduated response.

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Working Together

Who is involved in my child's education?

We work in partnership with parents and class teachers deliver a broad balanced curriculum that is adapted to meet individual needs for those with identified additional needs. The class teacher is supported by experienced and qualified teaching assistants to ensure children make progress.

The provision identified is put in to place and coordinated by the SENDCo.

This intervention and support is monitored to ensure it is having an impact and making a difference. Discussion around the provision should be with the class teacher in the first instance and then with the SENDCO.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

We have transition meetings between staff when children move year groups. Staff have the opportunity to meet with outside professionals who are supporting children in their class. SENDCo shares reports from outside agencies with staff. Outside agencies should share their reports with parents.

What expertise do you have in relation to SEND? *(IRR)*

SENDCo has certificate of competency in educational testing and graduate certificate in Specific Learning Difficulties.

All teaching staff and teaching assistants have continuing professional development.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

As a school we can make referrals to the Community paediatrician service, school nurse 0 - 19 service, Malachi family support, Speech and language service, Occupational Therapy, Support for counselling, bereavement support, clinical nurse specialists, educational psychology service, children and young people's autism service and behaviour support.

We then work collaboratively with these services to ensure the right support at the right time to improve outcomes for our young people.

Who would be my first point of contact if I want to discuss something?

Your first point of contact would be your child's class teacher.

Who is the SEN Coordinator and how can I contact them? *(IRR)*

The school SEN Coordinator at Redhill Primary is Mrs Heather Geobey who can be contacted via the school office.

What roles do your governors have? And what does the SEN governor do?

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Working Together

The governing board of Redhill Primary School is fully committed to rigorously challenging the performance of the school and supporting its improvement. Our governing body is seeking to contribute to outstanding leadership and management of the school by being well informed and knowledgeable about the school's progress towards meeting agreed development targets.

Our link SEN governor provides support and acts as a critical friend to the SENDCo.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

Pupils are supported by familiar adults to share their views if this is needed. We create one page profiles and seek their views on what they hope for their future. We encourage all pupils to make their aspirations known.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

We have several parent governors on our governing body who bring a wealth of experience to school.

What help and support is available for my family through the setting? *(IRR)*

Parents can make an appointment with the office staff if they require help with paperwork or completing forms. We provide a various forms of communication including dojo messages, emails, telephone calls and face to face meetings.

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

We offer a broad balanced curriculum for each and every pupil. We ensure that everybody has the opportunity to access all activities and provide adaptations and risk assessments where necessary. Our school offers breakfast club provision.

Provide details of the physical accessibility of the setting IRR

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Are disabled changing facilities available? Yes

No

Details (if required)

Are disabled toilet facilities available? Yes

No

Details (if required)

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Inclusion & Accessibility

Do you have parking areas for pick-up and drop-offs? Yes
No

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes
No

Details (if required)

How accessible is the setting's environment? IRR

The environment is adapted to the needs of pupils.
We are a pathways school.
A disabled access toilet is available in the main school building.
Visitor and parents who require accessible parking will be able to access the premises.
All internal doors to be wheelchair accessible.
Pupils have access to curriculum information and their school information in a format that meets their needs.
Parents have access to curriculum information and their school information in a format that meets their needs.
Resources from whole school training and available for use e.g. dyslexia friendly, autism audit AET strategies resources for visual impairment.
Support staff able to work with increased knowledge and provide appropriate resources for pupils
Accelerated reading, precision teaching, Reading comprehension, dyslexia friendly teaching strategies, Autism friendly strategies, AOT support staff to work with staff. Enhanced support from AOT regarding sensory needs.

What forms of communication does the setting use to ensure inclusivity? IRR

We understand the needs of pupils and ensure information is available in relevant formats

- Large print, Braille, Pictorial symbolic representations, HTML form

We have links with the Minority Ethnic Achievement Unit who support with those whose first language is not English.

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Joining and moving on

Who should I contact about my child or young person joining your setting? (IRR)

Our admissions policy can be found on the school website. Parents and carers should contact the school office in the first instance about a child or young person joining our school.

How can parents arrange a visit to your setting, school or college? What is involved?

Parents can arrange a visit to school by contacting the school office.
We offer stay and play sessions and integrated transition where needed.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? (IRR)

Early Year to Reception transition:

- SEND information requested from nurseries, parents and Early Years Area SENCOS
- Visits by Teachers, Teaching Assistants and SENDCO to nursery settings
- Parents' open evening
- Transition sessions for children and parents
- Review meetings/Annual Review for children with a Statement or EHC plan
- Child's SEND file will be discussed with new teacher
- SENCO workshops with staff regarding new children
- Move up days
- Photo packs and transition workbooks where required

Year 6 to 7 information hand over with receiving school

- Advice and support about transition for parents of children with SEND, including
- Meeting between class 6 teacher and the SENDCO from the high school
- Sessions for children at receiving high school
- Open evenings for parents at the high school

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

Early Help Team

Malachi family support

SEND assessment and planning Team

<https://www.malachi.org.uk/>

<https://www.staffordshire.gov.uk/Care-for-children-and-families/Familiesfirstpartners/youreearlyhelpteam.asp>

When was the above information updated, and when will it be reviewed?

March 2022

Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening? *(IRR)*

Parents are welcome to give feedback to school either to class teacher, the school office or the headteacher.

Type of Setting *(tick all that apply)*

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input type="checkbox"/> Early Years | <input type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input type="checkbox"/> Other (Please specify below) | | | | |

DFE Number 2185

Additional Information

District

- | | | | |
|---|------------------------------------|---|--|
| <input checked="" type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input type="checkbox"/> South Staffordshire |

Specific Age range 5 to 11 years

Nursery 3 – 4 year olds number of places 26

Number of places 210

Which types of special educational need do you cater for? (IRR)

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- | | |
|---|--|
| <input type="checkbox"/> Resource for autism | <input type="checkbox"/> Resource for social, emotional and mental health |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input checked="" type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly | <input type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input type="checkbox"/> Resource for severe learning difficulty | <input type="checkbox"/> Resource for speech, language and communication needs |
| <input type="checkbox"/> Visual impairment friendly | |

Other specialist support/equipment:

- Specialist technology

Comment:

- Rebound trampoline Hydrotherapy

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Additional Information

- | | |
|--|---|
| <input type="checkbox"/> Accessible swimming pool | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |
| <input type="checkbox"/> Bought in support services | <input type="checkbox"/> Hearing loop |
| <input type="checkbox"/> Sensory room/garden | |