

# Special Educational Needs Information Report

## **What is the SEND Report?**

All schools are required to publish information about services they provide for children with disabilities and Special Educational Needs. This is called the 'SEND Report'.

The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally.

At Redwell Primary School, we are committed to providing an appropriate and high quality education for all pupils.

In order to do this, many steps are taken to support pupils through their learning journey.

Quality teaching is vital: We believe that each child has unique and individual needs; however some children may require more support than others. If these children are to reach their full potential this must be recognised and planned for accordingly. The decision to provide additional support is made by the school, in close partnership with the parents. It is based on a variety of factors including academic progress and/or assessments carried out by teaching staff or other professionals. At Redwell Primary School, we are able to provide specific support for pupils with; Learning Difficulties, Autism, Behavioural, Social, Emotional and Mental Health Difficulties, Physical disabilities and Medical Needs, Speech, language and Communication Needs, Visual and Hearing Impairment.

This report outlines the provision which we offer at Redwell Primary School and aims to answer any potential questions which you might have. A list of terms and abbreviations commonly used in relation to inclusion and SEND can be found at the end of this document, which should be read in conjunction with the Local Authority's Local Offer, available on the North and West Northamptonshire Council Website.

## **Who is responsible for SEND?**

SENCO – Mrs Fiona Hoskins

School and Family Support Worker - Mrs Sara Croot

Pastoral Officer – Ms Helen Jaeger

Designated Safeguarding Lead – Mrs Claire Head

Deputy Safeguarding Leads – Simon Anderson, Sara Croot, Fiona Hoskins, Helen Jaeger

Mrs Hoskins and Mrs Croot are also responsible for managing the school's responsibility for meeting the medical needs of pupils.

## **If you have any concerns relating to SEND matters do not hesitate to contact us.**

We have an experienced Pastoral Team comprising of a SENCO, School and Family Support Worker who are trained in Mental Health First Aid and Pastoral Officer who is ELSA trained.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision including Lego Therapy, Friends for Life, Colourful Semantics, Sensory Circuits, Catch Up Literacy and Numeracy.

In the last academic year, staff have been trained in a range of approaches including cued articulation and precision teaching.

## **How does Redwell Primary School know if children need extra help?**

We know when pupils need extra help if:

- Concerns are raised by parents, teachers or the child.
- There is a change in the pupil's behaviour or progress.
- We have received information from other agencies who may be working with the child

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

## **I think my child might have special educational needs what should I do?**

- The class teacher is the initial point of contact for responding to parental concerns. We will listen to your concerns and draw on your own experience and observations that you will have as a parent of how your child is outside of school.
- If you have any further concerns, or would like to know more about a specific provision, then contact Mrs Fiona Hoskins who is our school SENCo.
- We can arrange for your child to be assessed either by ourselves, external partners who work with the school or by referral to external agencies who can provide a specialist assessment.
- We will be with you every step of the way to work with you and support you through this process and review provision to find out what works best for your child.

## **How will I know how Redwell Primary School supports my child?**

- We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
- Each pupil's education programme is planned by the class teacher. When a pupil has been identified with special educational needs, their work will be differentiated or adapted by the class teacher to enable them to access the curriculum more easily.
- The child will be given small and measurable targets which will be discussed with the child and parents, and monitored regularly by the class teacher and SENCo. Targets may be discussed at parents evening biannually; half termly through a progress meeting or through specific review meetings. Parents are welcome to review progress more regularly through consultation with your child's class teacher.
- We may provide additional support in class from the teacher or support assistant. Support assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- If a pupil requires greater support in a particular area, for example, phonics, numeracy or literacy skills, then she/he will be placed in a small intervention group led by either the teacher or support assistant. All interventions are regularly reviewed by those delivering them and by the SENCo, to ascertain how effective they are being and to inform future planning.
- Regular monitoring is conducted by the class teacher and is shared with the Pastoral Team. This shared discussion may highlight any ongoing concerns and help to plan further support if required.
- Some pupils who require additional support are referred to external agencies and specialists such as Speech and Language Therapy or the Educational Psychology Service.
- If appropriate, specialist equipment may be given to pupils e.g. writing slopes, pencil grips, easy to use scissors, weighted cushions etc.
- Where necessary, classroom environments will be adjusted to meet the needs of individual children with regard to access, quiet areas, visual prompts etc. We also have designated areas in school where specialist provision can be made available so that the child can access more readily the support on offer.

- We regularly review our provision and as training courses become available we evaluate their likely impact and how relevant they are for our children, and direct staff as appropriate.
- We would like to also listen to your views about what you think will aid your child's progress and explore the type of provision that you think will work for your child and their individual needs.
- Provision is reviewed on an individual basis taking account of your child's specific needs.

#### **How will my child be involved in the process?**

- Your child will be involved at each step in the assess, plan, do, review process.
- They will be supported to create their own one page profile detailing what people like and admire about them, what makes them happy and how they like to be supported.
- When a Personalised Learning Plan is written this will be shared with them so that they know their targets and how they will be supported.
- Their interests and what motivates them will be taken into account when planning and differentiating their work.
- If appropriate they will have access to specific equipment or environments to support their needs e.g. writing slopes, visual prompts, quiet space.

#### **How will my child be included in activities outside the classroom including school trips?**

- Activities and trips are available to all children with reasonable adjustments made to ensure full inclusion
- Where necessary, individual risk assessments are carried out and procedures put into place to enable all children to participate.
- If it is felt that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.
- Redwell Primary School has a variety of extra-curricular clubs, all pupils, including those with SEND have access to the clubs.
- The school has an Accessibility Plan. No pupil is ever excluded from taking part in activities because of their SEN or disability.

#### **What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for all pupils and more specifically those who are encountering emotional difficulties. These include:

- All class teachers are readily available for pupils who wish to discuss issues or concerns.
- Mrs Croot (School and Family Support Worker) and the Pastoral Team work closely with children and families to provide pastoral support. We also work closely with families who have an EHA or are receiving Social Care support.
- Interventions are available for children who need help to develop their social skills, self-esteem, anxiety or anger management techniques.
- Worry monsters are located in every classroom and are monitored by class teachers. There are also worry boxes available in the libraries and a virtual worry box on the school website, these are monitored by the Pastoral Team.
- A meet and greet is available for pupils who find leaving parents difficult in the morning.
- Zones of Regulation is used across the school to support emotional literacy and emotional regulation.
- We have a zero-tolerance approach to bullying. Anti-bullying messages and teaching form part of our PSHE curriculum and assemblies. An identified member of staff coordinates our pupil Anti-Bullying Ambassadors and activities linked to Anti-Bullying events.

#### **How does Redwell Primary School support children with medical needs?**

- If a child has a medical need, then a care plan is compiled with support from, and in consultation with, parents. Outside agencies are consulted as necessary. This is then shared with all staff who are involved with the pupil.
- Staff receive training as necessary from the school nurse or health care professional, for example allergy awareness training and epilepsy awareness training.

- Where necessary, and in agreement with parents, prescribed medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both the child and the staff member.
- A dedicated medical treatment area is available when necessary.
- Staff receive basic first aid training, with some members of staff trained in paediatric first aid.
- The school has a comprehensive Medicines in School policy.

#### **How does Redwell Primary School support children who are looked after?**

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons why children who are looked after in local authority care often fail to make expected progress at school:
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The SENCo is the designated teacher at our school. The responsibilities of our designated teacher include:
  - Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - Ensuring that children who are 'looked after' have access to the appropriate network of support
  - Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
  - Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
  - Liaising with the child's social worker to ensure that there is effective communication at all times
  - Celebrating the child's successes and acknowledge the progress they are making.
- Our school works closely with the county's Virtual School (VS) for children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

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

In consultation with parents it may at times be necessary to consult with outside agencies to receive their more specialised expertise. Individual children may be referred through school, or through their G.P. The agencies currently used by the school and our families include:

- SALT (Speech and language therapy support)
- Behaviour Support
- EHA – Early help Assessment Helpline
- CAMHS (Child and Adolescent Mental Health Service)
- RMC – Referral Management Centre
- Child in Need (CIN) practitioners

- EIPT – Educational Inclusion Partnership Team
- Educational Psychologist
- IASS – Information, Advice, Support Service for parents
- Health Visitors for our Early Years Team
- Sensory Impairment service
- Links with the NSPCC
- MASH (Multi Agency Safeguarding Hub)
- Kettering General Hospital (Paediatricians)
- Occupational Therapy
- Physiotherapy
- SEND Support Service
- School Nurse, Specialist Epilepsy, Diabetes and Enuresis nurses as appropriate
- Social Care
- Sunflower Centre
- Women’s Aid

**See below for the contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

*(Please refer to our school’s Safeguarding Policy for details of how we access the EHA team and Multi-Agency Safeguarding Hub)*

**Links with Other Services:**

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number: 01604 361416

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>

Education and Inclusion Partnership: Contact number: 0300 126 3000

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/pages/attendance-and-behaviour-support-for-parents.aspx>

Virtual School for Looked After Children: Contact number: 01604 365912

[Virtual school | North Northamptonshire Council \(northnorthants.gov.uk\)](http://www.northnorthants.gov.uk/virtual-school)

Information Advice Support Service for parents (IASS) [www.iassnorthants.co.uk](http://www.iassnorthants.co.uk) Contact number: 01604 364772 [contact@iassnorthants.co.uk](mailto:contact@iassnorthants.co.uk)

Information about the local offer can be accessed at:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Primary Behaviour Outreach Support Maplefields Team: Contact number: 01536 409040

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

**How accessible is the school environment?**

As a school we are happy to discuss individual access requirements and adapt our Accessibility Plan as required so that it meets the needs of all of our pupils.

At present as a school we have:

- All classes, except Year 6, are accessible either at ground level or via a ramp
- One disabled toilet
- Sinks with adapted taps
- Single level outdoor area to EYFS, KS1 and KS2 playgrounds
- We can provide a translation service for those parents whose first language is not English

- Doors are wheelchair accessible and accommodation can be tailored where feasible to meet specific needs
- A disabled parking bay is provided to facilitate entry to the school
- We can access specialist equipment if required through the relevant professionals and teams, such as the Occupational Therapy Team

#### **How will you help me support my child's learning?**

All parents are encouraged to contribute to their child's education. On a day to day level we give the children detailed feedback in their books which we encourage our children to respond to. Children in KS2 and some children in KS1 are aware of their next steps targets to improve their learning development.

You may also approach the class teacher informally if you would like to talk to them about your child's progress in between our more formal parents' evenings. We encourage all pupils to attend parents' meetings so that they are able to contribute meaningfully to this process. For more regular support we are able to set up a home-school communication book. This helps you to keep in touch with your child's class teacher regularly so we know how they are doing at home and we can tell you how they are doing in school. We hope that this will ensure that we are working together to support your child both at home and at school. We can suggest activities and games that you can do with your child to support their learning.

On a more formal review level, parents will be invited to discussions and review meetings with a member of the Pastoral Team and other professionals. At reviews children are supported and encouraged to join in with the discussion to make their feelings known.

When specialist equipment or a high level of staffing support is required to support a pupil with Special Educational Needs, our school will fund this as additional SEN Support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialised equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other Nene Education Trust schools in joint purchasing/hire of equipment.

All staffing appointments to support disadvantaged learners will be carried out in accordance with Equal Opportunities Legislation, Employment Law, Safer Recruiting Policy and best practice. All vacancies will be competitively advertised and recruited.

#### **How will I know how my child is doing?**

Your child's progress is continually monitored by his/her class teacher on a daily basis through their class work. A variety of assessment tools are used to keep track of their progress which is discussed with senior staff at regular meetings. This is to ensure that all of our children are making good progress and we can review the provision to reflect if it needs to be adjusted. We share their attainment and progress with parents at termly parents' meetings and SEND provision is monitored by the Pastoral Team. Children will be given specific targets to support their learning and to help them to understand their next steps. At the end of each Key stage, all children are formally assessed using Standard Assessment Tests (SATs) and the National Phonic Screening at the end of Year 1. This is something that the government requires all schools to do and the results are published nationally.

In July, each year your child will be provided with a written report which details their attainment in line with these levels.

#### **How will the school prepare and support my child when joining Redwell Primary School or transferring to a new setting or secondary school?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Transference of records and other communication between schools prior to the pupils leaving or joining.

- Pupil visits arranged as required. Some children may need more transition visits than others.
- The SENCo or a member of the Pastoral Team will be more than happy to meet parents before a child starts at Redwell Primary School.
- We liaise with other agencies where there is a wider involvement with the family.
- When a pupil who may have more specialised needs is preparing for transition to secondary school, a separate meeting is arranged. This will usually include the Redwell Primary School SENCo, the secondary school SENCo, parents and, where appropriate, the child. In partnership with the secondary school, we provide additional transition events which are tailored to the needs of the individual.

### **What do I do if I have a complaint about my child's education at Redwell Primary School?**

If any parent is unhappy with the education their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher as soon as possible. Where an issue cannot be resolved informally, an appointment will be made with the SENCo or Deputy Head first followed up by a meeting with the Head teacher should the issue not be resolved.

### **Glossary of Terms and Abbreviations Used in relation to Inclusion and SEND**

<b>Acronym</b>	<b>Definition</b>
<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit Hyperactivity Disorder</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>BESD</b>	<b>Behavioural, Emotional and Social Difficulty</b>
<b>EHA</b>	<b>Early Help Assessment</b>
<b>CAMHS</b>	<b>Child and Adolescent Mental Health Service</b>
<b>COP</b>	<b>Code of Practice</b>
<b>CP</b>	<b>Child Protection</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>HI</b>	<b>Hearing Impaired</b>
<b>HV</b>	<b>Health Visitor</b>
<b>KS</b>	<b>Key Stage</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>
<b>MSI</b>	<b>Multi-Sensory Impairment</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PD</b>	<b>Physical Disability/Difficulty</b>
<b>Physio</b>	<b>Physiotherapist</b>
<b>SALT</b>	<b>Speech and Language Therapist</b>
<b>SLD</b>	<b>Severe Learning Difficulty</b>
<b>PRU</b>	<b>Pupil Referral Unit</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SENCo</b>	<b>Special Educational Needs Coordinator</b>
<b>SLA</b>	<b>Service level Agreement</b>
<b>SLCN</b>	<b>Speech, Language and Communication Need</b>
<b>SpLD</b>	<b>Specific learning Difficulty</b>
<b>SW</b>	<b>Social Worker</b>
<b>SA</b>	<b>Support Assistant</b>
<b>VI</b>	<b>Visual Impairment</b>
	<b>Gender Dysphoria</b>