

Red Hill CE Primary School

School Information Report



We ensure pupils who have Special Educational Needs and Disabilities (SEND) and Looked After Children (CLA), have the personalised support they need by liaising with the appropriate agencies when necessary.

What are the kinds of Special Educational Needs and Disabilities (SEND) that are provided for at Red Hill CE Primary School?

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs

What are Special Educational Needs and Disabilities?

- A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely support that is different from or additional to that normally available to pupils of the same age.

How are children with Special Educational Needs and Disabilities identified and assessed?

- Liaison with the previous educational setting
- Tracking information/ assessment within school – is the child performing below age expected levels?
- Concerns raised by parents – *we would ask parents to discuss the identified needs or concerns with the school as soon as possible or prior to starting so that appropriate intervention and support can be planned and implemented.*
- Concerns raised by school staff
- Concerns raised by pupil
- Liaison with external agencies
- Health diagnosis

Our Approach to teaching children with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This is supported by non negotiables that ensure consistent use of appropriate support

and strategies to meet pupils' needs within the classroom. Wherever possible, we ensure that interventions take place within the classroom allowing pupils to access all areas of the curriculum and develop strengths and interests. Where necessary, we plan and deliver a range of targeted and specialist interventions. These are developed by drawing upon outside agency advice and teacher assessment.

We will also provide the following interventions:

- Individual / small group work with enhanced support for spelling, reading, writing, maths and handwriting
- Word Aware – to develop vocabulary
- Language for Thinking – to develop verbal reasoning skills and the ability to answer more complex questions
- Black Sheep Press Narrative – to develop ability to use language functionally to relate events
- Teaching Children to Listen
- Precision teaching
- Individual speech sound interventions

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, matte laminating pouches etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Current environmental accessibility features include: a lift, ramps, wide corridors, disabled parking bay, disabled toilet and changing facilities, library shelves at wheelchair-accessible height

Adaptations to classroom environments are made for each class to meet the needs of the children e.g. table layout, height, etc.

Additional support for learning

All school staff have a good awareness of SEND through regular staff meetings and training. Class teachers and teaching assistants receive targeted relevant training for specific pupil needs as they arise. We also work with the following support services and outside agencies to provide support for pupils with SEND:

Educational Psychologist Team

Complex Communication Needs Team

Educational Welfare Office.

SENDIASS

School Nurse.

CAMHS (Child and Adolescent Mental Health Service)

Occupational Therapist

Visual Impairment Team

Behaviour Support Team including the PRU

We have a number of teaching assistants who are trained to deliver interventions such as Word Aware, Language for Thinking and Black Sheep Press Narrative.

School based assessment process for initial concerns

- Where initial concerns have been identified which meet the threshold for a child requiring additional support to that provided by Quality First Teaching, the following will typically happen:
 - A discussion will be held between the class teacher and parents/ carers.
 - An 'initial intervention plan' will then be put in place to support the child to make progress. This is an initial 'assess, plan, do, review' document illustrated below:



At Red Hill C of E Primary School, we look to Jesus as our example in our aspirations for **excellence** and **enjoyment** in all that we do. We believe that **everyone** is unique and **everything** is celebrated.

Assess Plan Do Review planning sheet

This is for a child who is not on the SEND Register who you have concerns about.

Pupil's name: _____

Class: _____

Assess

What are the child's needs/barriers to learning?
Where are they working at in Reading, Writing and Maths?

- Copies other children's work in all subjects
- Struggles to concentrate
- Struggles to listen well
- Struggles to look at the person talking
- Fiddles with hair/clothing/objects constantly
- Rocks on seat, spins on one leg of the chair
- Fall off seat
- Will make a wild guess at an answer
- Will ask to go to the toilet in every lesson
- Doodles in or on books or another child's book
- Draws on the desk
- Distracts easily – is focussed on what he/she is doing after school, holidays etc
- Will play with pens on the table if no one is watching
- Will often write on his/her skin or lips
- Struggles to finish work
- Doesn't know what he/she has to do
- Spreads arms across table when sitting on the floor
- On the carpet she will hold feet and rock back and forth
- Little core strength – floppy sitting on carpet/chair
- When lining up will often push children or hit them
- Ties to kiss children
- Often sticks tongue out at children

Outline concerns/observations as bullet points:

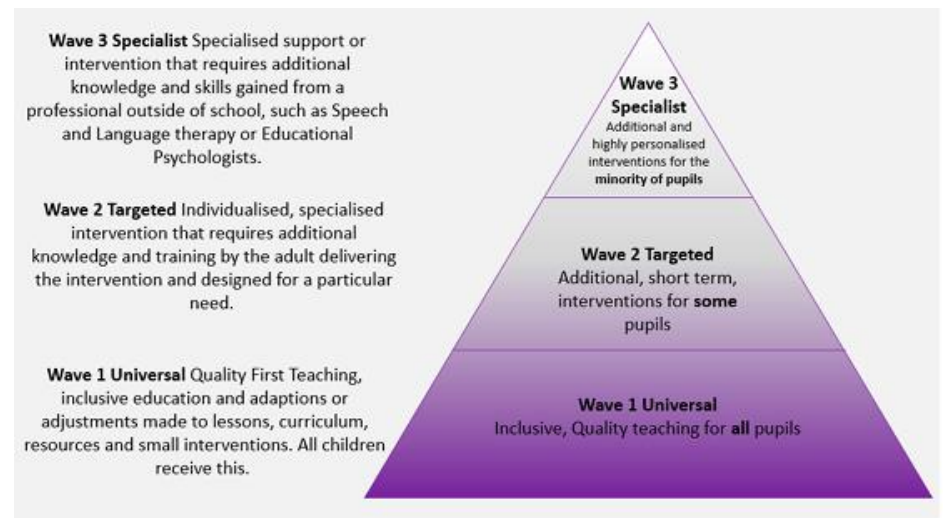
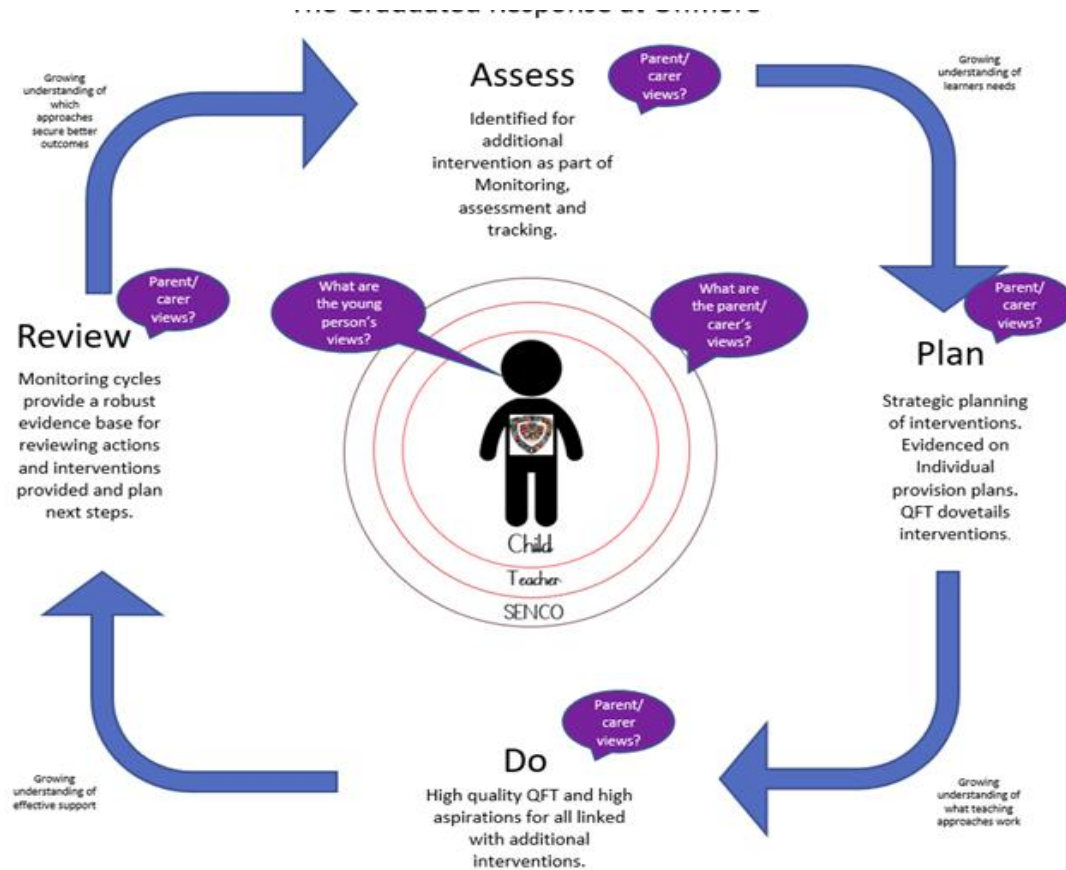
Plan

What can we put in place to support this young person?
What outcomes do we want to achieve?

Do		Review (usually at the end of a half term)	
Actions Taken	Date	Outcome	Date

- After two 'cycles' of this plan, staff would then look to see if a child is making progress with these interventions. Where progress is not as expected, further steps will be taken to assess their needs.

After this initial concern document and two cycles have been completed of this cycle, we will then look to progressing to the SEND register. Our 'Graduated approach' remains throughout each process as outlined below:



Who do I contact if I have a concern?

If you have a concern about your child the best person to talk to, initially, is their class teacher.

Class Teacher Roles and Responsibilities

- To inform the SENDCo about a child with learning difficulties beyond those which can be addressed within quality first teaching. Quality first teaching is that which is differentiated and personalised to meet the individual needs of the majority of children and young people. This is the first step in responding to pupils who have or may have SEND, as outlined in The 2015 Code of Practice.
- Where a pupil is identified as having SEND, the class teacher will take action to remove barriers to learning and put effective special educational provision in place. *See the table below for examples of school-based interventions or use the link on the last page of this document.*
- Consult with parents about concern.
- Class teacher to complete an Assess, Plan, Do, Review form and an Initial Intervention Plan where appropriate.
- Draw up Individual Provision Map (*IPM*) in consultation with SENDCo
- Deliver planned programme.
- Observe and assess
- Collect/seek information
- Evaluate IPM and review actions taken
- Liaise with SENDCO re next step
- Manage TA time to provide planned support and provisions consistently implemented

In our school, we also have a special educational needs and disabilities coordinator, known as the SENDCo. The SENDCo in our school is Lucy Jones (sen@redhill.worcs.sch.uk). Ms Simmonds our Headteacher is also a qualified SENDCo.

S.E.N.D Coordinator (SENDCo) Roles and Responsibilities

- Overseeing the day to day operation of the school's SEND policy
- To identify pupils with SEND through school tracking
- To keep records of pupils' progress
- Co-ordinate provision
- Liaise with class teacher at least termly
- Assist in target setting and writing of Individual Provision Map

- Oversee records of individual pupils
- Provision mapping for S.E.N.D
- Managing resources for S.E.N.D
- Liaise with other external agencies, including educational support services, medical and social service and voluntary organisations and psychological services, involved with children with special educational needs.
- Attend PEP meetings for Looked After Children when needed
- Liaise with parent /carers
- Liaise with Head teacher and business manager -funding/resources
- Liaise with SEND link Governor
- Reporting to Governing Body as requested.
- Informing parents of the SENDIASS
- Maintain register/list of SEND pupils for over-view
- Maintain own professional development re SEND
- Raise awareness of all staff in school re SEND and provide CPD as appropriate

Governing Body Roles and Responsibilities

- In cooperation with the head teacher, determine the school's general policy and approach to provision for children with SEND,
- To establish the appropriate staffing and funding arrangements
- To maintain a general oversight of the school's work
- To ensure that the quality of S.E.N.D provision is continually monitored.
- To ensure that when a child begins receiving provision for SEND, his or her parents are informed
- To ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- To ensure that admission arrangements do not discriminate against pupils with disabilities either in the terms on which the school offers admissions or by refusing or deliberately omitting to accept an application from a disabled person
- To do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure they are included in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical.
- To ensure that the school does not unlawfully discriminate against the needs of all children including those with special educational needs and disabilities

How does Red Hill evaluate the effectiveness of provision made for children and young people with SEND?

- Termly IPM reviews with Class teachers and parents/carers to discuss progress against targets.
- Follow Worcestershire Graduated response of Assess-Plan-Do-Review (see link below)
- Review Assess, Plan, Do, Review forms termly
- Staff, parent and pupil feedback.
- Parents meetings.
- Tracking data and other assessment tools are used to carefully track the progress of children with SEND.
- Half termly pupil performance documents track the progress of all children. Termly progress meetings are held.
- Regular lesson observations are carried out.
- Regular monitoring of books and planning are carried out.
- Specialist assessment from external agencies.
- SEN governor to carry out regular monitoring through visits

How are parents of children who have SEND involved in their child's education?

- All parents are encouraged to support their children at home with reading, spelling and any other work the child may be given, this is important for those children receiving additional help through Individual Provision Maps (*IPM*).
- Parents evenings
- SEND Awareness coffee mornings
- Parents are notified at any early stage if the school becomes concerned about a pupil's learning development.
- They are encouraged to contribute to regular (termly) IPM reviews and are informed of outcomes by the class teacher/SENDCo
- Parents of those children with an Educational, Health and Care Plan (EHCP) will attend an annual meeting to review their plan and targets.

What needs does the school cater for?

Area of need	Provision	How do we know this has worked?
<u>Social, Emotional and Mental Health.</u> Designated senior mental health leads Mental health first aiders	All teachers are teachers of children with special educational needs (COP 5:2) Quality first teaching School has a clear Behaviour Policy. Targeted behaviour support such as behaviour plans. Tasks may need to be differentiated. Relevant and specific interventions. Family support worker in school Vulnerable learner meetings. Simple changes to the classroom environment. School provide focused opportunities to build self-esteem, develop friendships and social skills. Referral to relevant outside agencies Individual targets set on an IPM or inclusion plan. Zones of regulation approach Behaviour tracking where appropriate (STAR Analysis) Behaviour meetings Brain boosts/movement breaks	Staff, parent and pupil feedback. Observations IPM reviews Parents evenings Monitoring of pupil progress Specialist assessment from outside agencies Family support reviews Request for Statutory assessment if needed Vulnerable learner meetings Identifying patterns on behaviour trackers

<u>Communication and interaction</u> Speech, Language and Communication Needs (SLCN) Autistic Spectrum Disorders (ASD)	All teachers are teachers of children with special educational needs (COP 5:2) Quality first teaching Whole school awareness and understanding of Autism. Tasks may need to be differentiated May benefit from focused/small group teaching support at some points during the week. Family support worker in place. Some differentiation of speaking, understanding, listening tasks to allow access to the curriculum. Referral to relevant outside agencies Individual targets set on an IPM Speech and Language interventions including regular reviews and assessments.	Staff, parent and pupil feedback. Observations IPM reviews Parents evenings Monitoring of pupil progress Monitoring interventions Specialist assessment from outside agencies Family support reviews Relevant in school assessments Referral to Umbrella Pathway if needed Speech and language referrals Request for Statutory assessment if needed
<u>Cognition and Learning:</u> This includes: Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Specific Learning Difficulties (SPLD) Dyslexia Dyspraxia Dyscalculia	All teachers are teachers of children with special educational needs (COP 5:2) Quality First Teaching. Differentiation to ensure the development of English, Maths, language and communication skills Use of appropriate equipment as required. Access to small group teaching/interventions or 1:1 support at some points during the week Adaptations to the environment where necessary Access to specialist equipment where necessary Assess, Plan, Do, Review form Initial Intervention Plan Individual targets set on IPM Referral to relevant outside agencies	Staff, parent and pupil feedback. Observations IPM reviews Parents evenings Monitoring of pupil progress Learning walks to assess support in place Specialist assessment from outside agencies Relevant in school assessments Dyslexia decision meeting if needed Request for Statutory assessment if needed
<u>Sensory and/or Physical</u>	All teachers are teachers of children with special educational needs (COP 5:2)	Staff, parent and pupil feedback. Observations

needs			
Medical condition	Physical	Quality First Teaching	IPM reviews
Disability (PD)	Hearing	Differentiation may be required to take account of specific need.	Parents evenings
Impairment (HI)	Visual	Access to some supervision/ support for medication/dietary needed at times.	Monitoring of pupil progress
Impairment (VI)		Access to small group teaching/interventions or 1:1 support at some points during the week	Specialist assessment from outside agencies
Sensory needs (ASD)		Access to advice/support/targets for PE	Relevant in school assessments
		Adaptations may be needed to classroom/school environment	Request for Statutory assessment if needed
		Effective systems/ links to support children off- site and attending alternative provision.	
		Access to appropriate medical professionals when needed	
		Access to first aiders	
		Support from PD Outreach team	
		Appropriate risk assessments when needed	
		Access to specialist equipment when needed	
		Referral to relevant outside agencies	

How will my child be able to contribute their views?

- At Red Hill we value and celebrate 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 to be raised.
- Children are asked to contribute their views at Annual reviews and if it is appropriate to attend the reviews.
- Children also attend Individual Provision Map reviews with parents, if appropriate.
- The class teacher or class teaching assistant also discusses their targets with them on a regular basis.
- Where children have communication needs which means they find it more difficult to share their views, alternative methods will be found to ensure their voices are still heard. This might include, for example, visual strategies or observation of preferences.
- All children, including those with SEND, are encouraged to share any concerns they may have with an adult. Any concerns around possible bullying will be taken seriously in line with the school's anti-bullying policy.
- Pupil voice through curriculum monitoring

How will the school prepare and support my child when joining the school and transferring to a new year group or school?

- We encourage all new children to visit the school/nursery prior to starting when they will meet their class teacher, peers and be shown around the school.
- Yearly transition day for all children to spend a day in their new class
- Transition plan is shared with teachers with transitional ideas over the Summer term
- For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We may also visit them in their current school.
- We plan detailed personal transition plans for individual children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- We liaise closely with staff when receiving and transferring children to different classes or schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then a review meeting will be used as a transition meeting during which we will invite staff from both schools to attend.
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How will the school deal with a complaint made from parents of children with SEND?

- Initially contact your child's class teacher as they are responsible for all of the children in their class. If you wish to discuss this further then please contact the Phase Leader, then if needed, SENDco and Ms Simmonds the Head Teacher. Alternatively follow the school complaints procedure.

What is the expertise and training of staff to support children with SEND?

SENDCo Masters qualification is undertaken by all permanent SENDCos.

- There are variety of interventions that are used at Red Hill that are tailored to the needs of the individual children.
- Continuous Professional Development is provided for all staff at the school to cater for the needs of the children.
- We have access to Learning Support Teams, Behaviour Support Teams, Speech and Language Therapists, Educational Psychologists, Complex Communication Needs Team, Visual Impairment Team, Physical Disabilities Team, Medical Education Team, Physiotherapists, Occupational Therapists and the School Nurse.

How is support provided for children who are looked after by the local authority?

We recognise that some children with SEND may also have other factors which are important to note in relation to their needs, including being looked after by the local authority. The following is in place to support these children:

- Ensuring the Looked After Child Team are aware of additional needs
- Involving Virtual Schools as needed

How is support provided to support improving emotional and social development?

- There are variety of interventions that are used at Red Hill that are tailored to the needs of the individual children. These may be 1:1, paired or small group.
- All interventions are underpinned by our behaviour policy and our use of family support.
- Individual vulnerability due to existing SEND or other circumstances is taken into account and supported.

Useful links

Worcestershire Local Offer/Graduated response

https://www.worcestershire.gov.uk/info/20416/the_local_offer

SEND Information Advice and Support Service covering Hereford and Worcestershire <http://www.hwsendiass.co.uk/>

Worcestershire Children First Early Help Family Support <https://www.worcestershire.gov.uk/earlyhelpfamilysupport>

NHS Services <https://www.england.nhs.uk/learning-disabilities/care/children-young-people/send/>