

At Red Hill Primary School we want every child to:

- Feel valued, included and motivated to learn
- Enjoy school
- Make progress
- Achieve their personal best
- Improve their independence
- Develop as a rounded individual who is able to make a contribution to their community, experience a range of successes and develop a positive sense of self

Parental Involvement

We work together with you, valuing your involvement in your child's education through:

- Open lines of communication
- Parents' evenings
- Termly meetings to review and set new targets
- Annual reviews for pupils with EHCPs
- Meetings with class teacher and/or SENDCo

Meet the Team



Lucy Jones
(SENDCo)



Jolanda Simmonds
(SENDCo)

You can contact us via email:
ljones@redhill.worcs.sch.uk
head@redhil.worcs.sch.uk

Our SEND Governor at Red Hill is Shelly Bantock
(govbantock@redhill.worcs.sch.uk)

Outside Agency Support

At Red Hill, we work with a number of different outside agencies including the

- Learning Support Team [LST]
- Speech and Language Therapy Service [SALT]
- Behaviour Support Team [BST]
- Complex Communication Needs (CCN)
- Family Support Worker [FSW]
- Educational Psychologist [EP]
- Parenting & Family Support Service



Red Hill C of E Primary
School

Information for Parents

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. *God created you to be amazing (Ephesians 2:10)*

Levels of Support

At Red Hill, we ensure we meet the learning needs of all our pupils through our excellent teaching and learning, providing differentiated work and a personalised approach.

Quality First Teaching

Wave 1

This is the delivery of high quality, inclusive teaching within the classroom taking account of the learning needs of all pupils.

Wave 2

This is for pupils who may require further support to help them to meet age-related expectations. Additional help may be provided through group interventions with those pupils who have similar needs.

Wave 3

This is for a minority of pupils where individual highly-tailored interventions take place to accelerate progress to enable them to achieve their potential.

The Graduated Response

At Red Hill, we follow a graduated approach in line with the SEND Code of Practice (2015) where children's needs are assessed; individual targets are planned, implemented and reviewed on a regular cycle.

SEN Support

For those pupils who, despite targeted group support, are making little or no progress, external agencies may be involved to advise school and assist further. This need is now referred to as 'SEN Support'.

Individual Provision Maps (IPMs) will be created for your child. These plans include short-term targets for your child to achieve. Targets are reviewed on a termly basis and shared with parents in a face-to-face meeting.

Education Health Care Plans (EHCPs)

In a minority of cases, some pupils whose need for long term support at a highly tailored individual level may require an EHCP (this replaces the former 'Statement of Educational Needs').

There are Four Areas of Special Educational Need (SEN)

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

What if I think my child has SEND?

- Speak with the class teacher in the first instance
- Arrange a meeting with the school SENDCos, Miss Jones and Miss Meredith.

You know your child best and we value your input.

For further information see our school website, <https://www.redhillprimaryschool.co.uk/> which includes our policy, Worcestershire's Local Offer and our school SEN Information Report

