



Red Hill Field Primary School Primary School SEND and Well Being Information Report 2019-2020

School Name:	Red Hill Field Primary School Primary School	
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Telephone Number:	0116 2841500	Email: office@rhf.learnat.com
Name of Head Teacher:	Mr Stephen Snelson	
Website:	www.redhillfield.com	
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School Specialism:	Primary – 302 pupils on role (February 2020)	Age Range of Pupils: 4-11 years
Information Report agreed by Governors:	Ratified in February 2020	Outcome of Last Inspection: (OFSTED) Good (November 2016)
Does the school have a DSP (Designated Specialist Provision):	No	
Total Number of students with identified SEND:	37 pupils	Band 1 (Emerging needs) = 5 Band 2 (SEND Support – Individual Education Plan required) = 23 Band 3 (SEND Support prior to referral) = 3 Band 4 (EHCP / Top up funding) = 6



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***'The purpose for all children is the same, the goals are the same. But the help that individual children need in progressing towards them is different'
(Warnock)***

All teachers are teachers of pupils with special educational needs. SEND is therefore a whole school responsibility that requires a whole school approach.



Introduction

The purpose of Red Hill Field's School Information Report is to explain how our SEND policy is put into practice every day. It has been written by Rachel Watts (Acting SENDCo) and Moira Swarbrick (Well-Being & Education Support Assistant). It was ratified by the governing body in February 2020.

It will be reviewed when a SEND committee has been established to take into account our parent voice.

Mrs Watts and Mrs Swarbrick work very closely together supporting children and parents across school. They endeavour to operate an 'open door' policy and actively encourage any parent to talk to them about any worries or concerns they have about their child.

If you would like to arrange a meeting with them, please contact the school office to arrange a convenient time.



Identification of Special Educational Needs and Disabilities

Legal definition of SEND:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age or,*
- *Has a disability which prevents or hinders him or her of making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions*

For children aged 2 or more, SEN provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age'.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they grow and develop.

Definition of Disability

Red Hill Field Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Broad areas of need as outlined in the SEND Code of Practice (2015)

The SEND Code of Practice (January 2015) outlines four broad areas of need. They include:

- **Communication and Interaction (C&I)** - difficulties with speech and language, interacting with people and the world around them
- **Cognition and Learning (C&L)** - difficulties with learning, thinking and understanding
- **Social, Emotional and Mental Health (SEMH)** - difficulties managing emotions and behaviour in a way that affects their daily life
- **Sensory and/or Physical (S/P)** - children who have a disability that may make it difficult for them to manage their everyday life without changes or support

Individual children or young people often have needs that cut across one or more of these areas and their needs may change over time.



How does Red Hill Field Primary School identify children with SEND?

Every child is entitled to Quality First Teaching. At Red Hill Field Primary School we are constantly striving and using our best endeavours to adapt the curriculum and learning environment to help **all** pupils achieve their potential. We firmly believe that what is considered to be best practise for SEND children is best practice for ALL children. Class teachers always remain responsible for the progress of children in their care.

Quality First Teaching at Red Hill Field Primary School means:

- Every class teacher has the highest possible expectations for all of the pupils in their class and aims to meet every child's needs
- Teaching builds on the prior knowledge and skills pupils already have and can understand
- The class teacher may direct a teaching assistant (T.A) to work with small groups / individual pupils as part of normal working practice
- Different styles of teaching are adopted so that children are fully involved in their learning. This may involve practical learning both inside and outside of the classroom and using a range of resources
- Specific strategies are in place to support children to learn. For example, these may be strategies to help pupils with autism or dyslexic tendencies
- Resources such as writing slopes, different pencils, pencil grips, wobble cushions, timers, weighted blankets, privacy screens for a child's table, ear defenders are all available to children to help to develop their independence and learning
- Every class teacher has a clear understanding of the progress and attainment for the children in their care. This happens on a daily basis through talking to children, observing them during lessons, looking at their recorded work in books and through the use of low stake quizzes and assessments

More formally, progress is monitored through assessments known as the PIRA (for reading) and the PUMA (for maths). These assessments are administered on a termly basis and give a standardised score. PiXL assessments are administered twice a year and analysed to show any gaps in learning that can be addressed through future planning of learning.

Data is also collected from the Early Learning Goals (Early Years Foundation Stage), Year 1 Phonics Screening Check, Key Stage 1 SATS and Key Stage 2 SATS.

Other factors (often referred to as softer outcomes) are also taken into account such as attendance, a child's attitude to learning and wider issues such as home life. This gives us the "whole picture" for each child.

If gaps in children's learning / understanding are identified, the class teacher will ensure they receive support to help make the best possible progress. This may be done within a class with the class teacher or teaching assistant or it may be done across a department.

In addition to the above, pupil progress meetings are held between class teachers and members of the Senior Leadership Team to discuss the progress and attainment of the pupils in their class. This is a shared, professional discussion and takes place every half term. The



aim is to identify which pupils are “on track” to achieve age related expectations and which children are not. For those children who are “not on track”, the class teacher discusses what support is currently being provided in the classroom or across the department. The class teacher remains responsible for the progress of every child in their care and it is monitored very closely.

How is a child placed on the school’s SEND register?

If a teacher is concerned about the progress a child is making, they complete an Initial Concern Form (Appendix 1). Where concerns about a child’s progress have been raised and initial steps to try to close the gap have not had the desired impact, the first step would be to gather more information about the child. This may be done in the following ways:

- Arranging a detailed discussion with the class teacher to gain further information about the child and an Initial Concern Form being completed to gather more information about the child
- Arranging an informal meeting with parents to ascertain their views and gain an understanding of the child’s prior development where appropriate
- It may be appropriate for Rachel Watts / Moira Swarbrick to carry out further assessments to try to identify a child’s barriers to learning

As a result of these steps it may be decided between Rachel Watts, Moira Swarbrick, parents and the class teacher that the pupil requires ‘**additional to or different from**’ support and they need to be placed on the SEND register at Band 2 (SEND Support) and an Individual Education Plan needs to be written by the class teacher to identify the smaller step progress identified to support the pupil.

When a pupil is placed onto the SEND register at Red Hill Field written consent from parents is sought. A pupil would NEVER be placed on the register without the permission of parents.

Appendix 2: Identification of need shows the process that is followed.



How will Red Hill Field support my child?

At Red Hill Field Class Teachers are responsible for:

- Monitoring the progress and attainment of each child on a day to day basis through observation, talking to pupils about their learning and looking at the work produced in books by pupils. Teachers then amend their planning to meet the needs of the children in their class. This may include delivering additional support or making adaptations in the classroom. Teachers will scaffold work for children to help them to make progress
- Ensuring that pupils in their class have any additional equipment which may help with their learning for example, glasses, writing slopes, adapted pencils, wobble cushions, privacy barriers, ear defenders, weighted blankets, use of personal visual time tables, brain breaks, now / next tables etc
- Ensuring that all staff working with the children in their class are able to deliver the planned work to achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specific planned work and resources.
- Ensuring that Red Hill Field Primary School's SEND (Special Educational Needs and Disabilities) Policy is followed in their classroom.
- Writing an Individual Education Plan, taking into account the child's prime area of need, with aspirational outcomes which sets SMART targets (Specific, Measurable, Achievable, Realistic, and Timely) of how the outcome is to be achieved if a child in their class is on the SEND register
- Meeting with parents to discuss the progress children are making

If a parent has any worries or concerns about their child, they are encouraged to speak to the class teacher first.

The Acting SENDCo (Mrs Watts) is responsible for:

- Updating the school's SEND register termly (a system for ensuring all of the SEND needs of pupils at Red Hill Field Primary School are known) and making sure that it contains detailed records of children's progress and needs.
- Co-ordinating the support (both in school and with outside agencies) for children with SEND in line with the school's SEND Policy to ensure these children are supported to achieve their full potential.
- Organising high quality training to ensure all staff fully understand the needs of pupils and the best practices / strategies that can be implemented in order to support their progress and achievement. **It is widely regarded that best practise for SEND pupils is best practise for all.**



- Providing specialist support for teachers and support staff when required.

The Head teacher (Mr Snelson) is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- Managing the SENDCo (Mrs Watts) to ensure that all pupils' needs are met
- Ensuring that the Governing Body is informed on a regular basis regarding issues in school relating to SEND

The SEND Governor at Red Hill Field Primary School is Mrs Anne Senior. The SEND Governor is responsible for:

- Making sure that the necessary support is in place for all children with identified SEND needs
- To ensure the legal requirements for SEND policies and documents are met
- Being a member of the termly SEND committee meetings and feeding back to the Full Governing Body updates and amendments to the SEND practice within school

[Strategies and Interventions on offer at Red Hill Field](#)

At Red Hill Field whilst using our best endeavours to support children who are struggling to make progress with their learning, it is imperative we aim to make children as independent as possible and not dependent on support. It is our job to encourage all children to be the best version of themselves and acknowledge their strengths in order to support their development and ability to be a valued member of the community as they reach adulthood.

Quality First Teaching is always the first step to try to close the gap between pupils and their peers. At Red Hill Field we use our best endeavours to consistently use the strategies discussed on pages 5 + 6. We aim to offer a wide variety of pastoral support for children who are encountering emotional difficulties. We pride ourselves on being a caring and understanding school and we aim to fully support **ALL** of our pupils and parents, **NOT** just the ones identified as having SEND needs.

Just as children progress at different rates in academic areas, we understand and acknowledge that children progress at different speeds with their social and emotional development. We fully recognise that for most children at some point they may face challenging circumstances both at school and at home. We aim to fully utilise the support we have in school to support children through these difficult times.

For pupils identified with SEND, additional support to Quality First Teaching may be required to help a pupil to make progress. This will be tailored to meet individual children's needs and the support may come from a teacher, teaching assistant, well-being team or outside specialist.



- Intervention programmes are reviewed every half term and the SENDCo keeps a record of which children are accessing which interventions and the impact they are having on supporting each child with their barriers to learning.
- The intervention programmes are adapted to meet the changing needs of pupils.
- Whilst intervention programmes must be effective in closing the gap, the well-being of our pupils is paramount and for many children a lack of confidence in their own ability can often be a huge barrier to progress being made. This is where our small ELSA support groups can be beneficial to so many of our pupils.

The interventions currently used at Red Hill Field include:

Area of need	Interventions used	
Communication + Interaction (C&I)	<p>An intervention programme called PiXL has just been purchased to use across school. It is aimed at years 1-6 and includes therapy sessions and low stakes assessments. It covers all national curriculum objectives for reading, writing and maths. We are going to closely monitor the impact this has on closing the gap between pupils and their peers</p>	<ul style="list-style-type: none"> • Individual SALT therapy plans written by an NHS Speech and Language Therapist • Pre-teaching specific language • Direct Instruction / Precision Teaching (this aims to teach sight reading of common words) • Phonic groups
Cognition + Learning (C&L)		<ul style="list-style-type: none"> • Direct Instruction / Precision Teaching (this aims to teach sight reading of common words) • PiXL resources • Reading + Thinking
Social, Emotional + Mental Health (SEMH)		<ul style="list-style-type: none"> • ELSA therapy sessions. Mrs Swarbrick is the school's qualified Emotional Literacy Support Assistant. She works with children on a 1:1 or small group basis and teaches what our emotions are, how they may make us feel and strategies to cope with them • Behaviour support groups for children who find it challenging to work in the classroom • Forest schools
Physical +/- Sensory		<ul style="list-style-type: none"> • Sensory Circuits (aim to improve core strength, co-ordination + gross /fine motor skills) • Speed Up (aims to improve muscle strength to support pencil control and handwriting)



What happens if a child does not make the expected progress?

At Red Hill Field we recognise that all children are individual and it is our job to help each and every child to fulfil their potential. For those children placed on the school's SEND register, a barrier to their learning has been identified. The progress of these children is monitored through the smaller steps identified on their individual education plan.

Progress is reviewed half termly via pupil progress meetings and termly via SEND review days. On a SEND review day each class teacher meets with the SENDCo to review their individual education plans and to discuss new targets. This forms part of the graduated approach.

Assess – The individual pupil needs are identified → **Plan** – What are we going to do? This is where an individual education plan is written in conjunction with class teachers, the SENDCo, parents, pupils and outside agencies (where appropriate) → **Do** – Implementing what has been agreed on a day to day basis **Review** – Has the child made the expected progress? This is done via pupil progress meetings and SEND review days.

The cycle then starts again. Throughout this process, daily Quality First Teaching and monitoring of all children continues.

What happens if a child is still not making progress with all of the above support?

If this happens it will happen to only a very small number of pupils. If a child is still not making adequate progress despite the intervention and support being given, it may be necessary to investigate an additional layer of support. This will involve working with outside agencies.

For an outside agency to become involved with a child they may have to be referred by the SENDCo (via a referral form or supporting letter about the child's academic and emotional progress at school) or the child's G.P to the appropriate service. A child would never be referred to an outside agency without the permission and support of parents.

As a school we try to work very closely with all external agencies in order to meet individual children's needs as best we can.

Specialist outside services that Red Hill Field has worked alongside include:

- **Educational Psychologists**
- **CAMHS (Child & Adolescent Mental Health Service)**
- **Speech & Language Therapists (both NHS + external specialists bought in via school)**
- **School Nursing Service**
- **Social Workers**
- **Family Support Workers**
- **Occupational Therapists**
- **Paediatricians**
- **Specialist Teaching Support Service**
- **Autism Outreach**
- **Oakfield Specialist School**



At Red Hill Field Primary School our Educational Psychology Service is provided by an independent educational psychologist – Anne Matthews. She works with the school observing children, working with them on a 1:1 basis and providing advice for the number of hours the school has paid for.

The designated E.P will only work with children who have been referred to them by the school. These children have needs or barriers to learning which is preventing progress being made at school.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after any assessment has been completed. They will offer advice to the school and parent/carers about how best to support the child and their learning both at school and at home.

Specified Individual Support is usually provided via an Education, Health and Care Plan (EHCP). This means that a child will have been identified by parents, class teacher, SENDCo **and outside agencies** as needing a particularly high level of support or small group teaching (the amount of hours would be specified on an Education, Health and Care Plan), which cannot be provided from the budget available to the school.

The school (or parent) can request that the Local Authority carry out a statutory assessment of a child's needs. This is a legal process which sets out the amount of support that will be provided for a child.

The school must send a detailed EHCP referral to the Local Authority (this includes information about a child and the impact of the Graduated Approach - the Assess, Plan, Do, Review cycle along with up to date reports from involved outside agencies).

The Local Authority will decide whether they think a child's needs (as described in the paperwork provided), seem complex enough to require a statutory assessment. The statutory assessment will conclude whether a child's needs are severe and/or complex enough to require specific extra support within school to help achieve good progress. If this is the case they will write an Education, Health and Care Plan (EHCP).

The Education, Health and Care Plan will outline the budget a child will receive from the Local Authority to provide the specific support and resources identified for them to make progress. This will explain how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for the child. It may require an additional adult. The additional adult may be used to support a child with whole class learning, supporting them on a one to one basis or leading small group interventions.

An EHCP is a legally binding document and is only available for children whose learning needs:

- **Are severe and complex**
- **Require additional support that is above and beyond any reasonable adjustments already made by the school for the child to access daily school life**

If a child's needs do not meet the criteria of the Local Authority, they will ask the school to continue with the current "SEND Support" level.



How are pupils views valued?

We encourage every child to contribute and express their thoughts and ideas which we value, respect and celebrate. We try to do this in different ways throughout the school year:

- In class ALL children are encouraged to contribute to their lessons and be responsible and proud of their learning. As a school we are constantly talking and listening to our pupils
- Pupils have the opportunity to share their strengths and weaknesses via weekly PHSE lessons
- Peer support – children working with other children in their class or department to share their views and ideas or to plan a piece of work
- The 'pupil voice' section on our individual education plans. This is where children on the SEND register have the opportunity to discuss their strengths, difficulties, targets, progress and preferred learning styles individually with their class teacher
- Children with an Education, Health and Care plan are encouraged to share their views (where appropriate) before review meetings

Our aim at Red Hill Field Primary School is to support the development of our “pupil voice” so at the point of transition to secondary school, our pupils are confident to share their thoughts and opinions.

How will Red Hill Field support parents?

Red Hill Field Primary School is fully committed to establishing and developing meaningful partnerships with all parents.

Parents of children with special educational needs will be encouraged to be fully involved in all decisions about their child and will be provided with the information and support necessary to enable participation in those decisions.

The school will do try to do this in the following ways:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships
- The Well-being team endeavour to operate an 'open door' policy and welcome parents at any time. Meetings can be booked via the well-being team or school office. If face to face meetings are not convenient then telephone appointments can be booked
- Providing information for parents in an accessible way – through face to face meetings / sharing reports from outside agencies
- Guiding parents in ways that they can support their child's learning and development at home
- Where appropriate and time commitments allow, supporting parents to attend appointments with outside agencies



- Parents are entitled to meet with their child's class teacher three times per year under the Code of Practice. We try to do this twice a year via an extended parents evening appointment or a separate appointment if more convenient and it may be supported by the SENDCo. Class teachers will share a pupil's individual education plan. Previous targets will be reviewed and new outcomes set. Smaller steps will be identified to show how the outcome is going to be achieved. The plan may also identify the responsibilities of the parents and there is an opportunity for 'parent voice' to be a valued part of the plan. Once completed, copies are given to parents and teachers monitor a child's progress against them
- Publishing how Red Hill Field implements its SEND Policy on the school web site following the information set out in this SEN Information Report and as part of the school's contribution to the Local Offer. Mrs Watts and Mrs Swarbrick are always happy to talk to parents / carers and try to help signpost them to specific support services.
- Leicestershire's Local Offer can be found using the link below. The aim of the Local Offer is to offer help and advice to parents and carers.

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

- The Local Authority have a Facebook page to help to keep parents and carers informed of local services and support. It can be found at:

<https://www.facebook.com/Leicslocaloffer>

Here you will find a directory of services throughout Leicestershire that may be able to help you.

Other helpful numbers and email addresses may be:

- Red Hill Field Primary School Office: office@rhf.learnat.uk
- SENDIASS (SEND Information & Advice Support Service) 0116 3055614
- SENA (Special Educational Needs Assessment) senaswervice@leics.gov.uk 0116 3050719
- The SEND committee at Red Hill Field (is comprised of the SENDCo, SEND governor and a representative group of parents of children with SEND) meet termly to review the school's SEND provision and take account of our parental voice. The committee also annually review the school's S.E.N Information Report and S.E.N.D policy
- Building on positive relationships with parents, additional support and guidance will be available to parents at key times, for example, when considering and making a referral for an E.H.C plan or at times of transition
- Seeking parents' views and opinions and considering adjustments to practice in the light of new information



What training do staff at Red Hill Field receive in order to best support children with SEND?

Red Hill Field Primary School acknowledges the importance of training for **ALL** staff. To ensure we understand and meet pupils' needs, staff need to have up to date knowledge and feel confident to implement effective strategies to support children with their personal, emotional and academic learning.

Staff have previously received Level 1 & 2 Autism training, Trauma and Attachment Training, General Speech and Language Training, two sessions of Dyslexia training and Sensory Integration training from a specialist Occupational Therapist. Some of this training has been funded by the school to pay for outside specialists to work with staff.

Regular staff meetings throughout the academic year are devoted to SEND issues. Individual Education Plans for our SEND children are reviewed and new targets are set three times per year. Once a term the SENDCo meets with every teacher to discuss the SEND children in their class and the progress they are making. These SEND review days are additional to pupil progress meetings. The SENDCo has delivered training on spelling strategies, working memory, Direct instruction and precision teaching and she tries to support staff to support pupils within the classroom environment.

Individual teachers and teaching assistants also attend training courses directly linked to the needs of specific children in their class. Some examples include: hearing impaired training, gross motor training, Makaton training and EYFS specific training.

It is now also possible to 'buy in' specific training packages from outside specialists. In January 2019 Red Hill Field is beginning to work with a new Speech and Language Therapist and investigate how pupils can be better supported with this barrier to their learning and how we can train staff to better support pupils in the classroom.

If you would like to hear about any of the training which is currently taking place or has taken place by the staff members in the school, please speak to Rachel Watts.



How are school trips and activities outside of the classroom inclusive to all pupils?

Outside activities, school trips and residential stays are a very important part of EVERY child's learning experience at Red Hill Field Primary School.

We pride ourselves that our pupils have the opportunity to experience three residential trips during their time with us: Teddies on Tour in Year 2 (1 night), Hollowford in the Hope Valley in Year 4 (2 nights) and Call of the Wild in Year 6 (4 nights).

Risk assessments are carried out and procedures are put in place to enable **ALL** children to participate. It may be that an individual child requires an individual risk assessment to ensure specific procedures are in place.

If a child has an identified 1:1 support in place Red Hill Field will endeavour to maintain such support on any school trip. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity to enable them to participate safely and effectively.

Does the school offer before and after school services? How does the school ensure that pupils with SEND are included?

At Red Hill Field Primary School there is a daily before and after school club. It operates from 7:45 - 8:45am and then 3:15 – 5:45pm Monday to Friday. Please contact the school office on 0116 2841500 for further details.

Red Hill Field Primary School also offers some after school clubs which change termly. These clubs are open to all children and where extra support is needed in order for a child to access the club successfully, we would endeavour to ensure the correct support was in place.

How are children supported when they transition to school, a new class or secondary school?

We recognise at Red Hill Field that 'moving on' can be difficult for any child. It can create feelings of worry, anxiety and uncertainty. Our transition programme which runs weekly after the May half term break tries to take into account some of these worries and anxieties for our pupils.

Moving from Home / Nursery into our Early Years Foundation Stage Setting

Miss Brandon, Mrs Haggart and Mrs Page (our EYFS teachers) currently hold an initial induction meeting early in the summer term for parents to explain the transition arrangements, expectations of the school and 'daily life' at Red Hill Field Primary School.



A member of the EYFS team then visit each child in their pre-school setting to begin to get to know them.

Mrs Watts would also visit pre-school settings where any SEND issues have already been identified.

During the second half of the summer term (after the May half term break) weekly afternoon sessions are offered to the children to come into school and begin to experience what EYFS is like. Parents are encouraged to settle their children initially but then leave them to play independently during these hour long sessions.

Children transitioning to a new class at Red Hill Field Primary School:

Currently our end of year transition arrangements are as follows:

- During the first week back after the May half term break, all pupils are told who their class teacher for the following academic year will be. The children then spend an afternoon every week for the remainder of the term in their new classes. This enables the children to get to know their new teacher and become familiar with their new learning environment. During these sessions children experience a range of curriculum lessons and activities. Children also experience walking to their new classroom from the school gates to help them to 'picture' the route. They will learn where the cloakroom and toilets are as well as where they need to place their drink and snack. We recognise that these are the things that can cause huge worries for lots of children over the summer holidays.
- All children spend a whole day with their new class teacher during the last week of term.
- Every department produces a booklet which will be loaded onto the school website for ALL children to access and hard copies can be given to children if requested. The booklet contains photographs of all of the adults who will be working within the department, photographs of the classrooms, cloakrooms, toilets and playground. The idea is that if a child begins to feel anxious over the long summer holiday they can access the booklet and share it with family members to help to alleviate any anxiety.
- Any information regarding children with SEND needs, barriers to learning or social and emotional issues will be communicated to their new class teacher via end of year transition meetings which will take place in the summer term during staff meeting time. New individual education plans are also shared with new class teachers so the targets can be worked towards from the first day of the autumn term as the children return to school.



For Year 6 children moving to Secondary School

Red Hill Field has close links with Brockington College in Enderby. This is where the majority of our pupils transition into Year 7.

During whole school transition in the summer term, Mrs Watts and Mrs Swarbrick lead sessions with the Year 6 pupils. These sessions focus on their transition into year 7 and tries to acknowledge any anxieties or worries pupils may have about year 7. We have found that the pupils' worries can be quite different from their parents' concerns.

Other transition activities to Brockington during the summer term may include:

- A visit by the Year 7 Head and members from the SEND department to talk to the pupils about life at Brockington and to answer any questions they may have
- A parents SEND meeting at Red Hill Field where Mrs Whetton (from Brockington) comes and talk to parents about their worries and anxieties for their children and to answer any questions
- All children attend a two day transition during the last week of the summer term. On the first evening (usually the last Monday of the summer term) parents are invited to Brockington in order to meet their child's tutor
- Mrs Watts, Mrs Swarbrick, the Year 6 teachers (Mrs Combey and Miss Mehta) then meet with the Head of Year 7 and members of the SEND team to ensure staff have any relevant information about children to ensure their needs are discussed and understood. Any files will be transferred to the school during the summer term.

For our Year 6 children who are on the SEND register, there is additional transition

- Mrs Watts and Mrs Swarbrick walk small groups of Year 6 children to Brockington from Red Hill Field to support the pupils' independence skills. We can take photographs and produce a booklet to help the children to recognise the route they will need to follow and how to keep safe as they walk to school.
- Some of our SEND pupils are invited to take part in the "Brockington Books Scheme". They are invited to go to Brockington for an afternoon session and meet a published author. They receive a signed copy of the author's latest book and further books are then posted to them throughout the summer holidays to encourage the continuation of reading.
- Our SEND children are also invited to attend an additional morning at the school to aid their transition.

If a child is moving to a different secondary school, we would contact the SENDCo at the chosen school and arrange a transition meeting. The meeting would involve parents, Mrs Watts and Mrs Swarbrick and the SENDCo and possibly the Head of Year from the new school. We would discuss the child's needs and to ensure the school has the relevant information they require. Records would be passed on and appropriate visits for the child would then be arranged.



How accessible is the school environment?

At Red Hill Field Primary School we use a range of different equipment and resources to support the learning and development of children with SEND requirements. For example, writing slopes, pencil grips, coloured overlays, adapted rulers, “fiddle” toys, ear defenders, pop-up screens etc. We are constantly striving to ensure our classrooms and teaching practices are as dyslexic and autism friendly as possible.

The main building at Red Hill Field Primary School is on one level. There is a further block (known as the Villa) with a disabled toilet. We have a second mobile which is accessible via a ramp. There is a disabled car parking space in the school car park.

Where specialist agencies recommend equipment / adaptations to facilities or resources, we will endeavour to provide them. Any highly specialist equipment or resources for children with an EHCP will be determined when a plan is written.

For further information please refer to Red Hill Field Primary School’s Accessibility Policy.

Children with medical needs

If a child has a medical need then a detailed Health Care Plan would be compiled by the SENDCo in consultation with parents/carers and medical experts. This would then be discussed with all staff who are involved with the child.

If a child has a medical condition which requires ongoing medication, a meeting would be held with parents/carers, class teacher, the SENDCo and where appropriate the School Nurse Service, to ensure all policies and procedures are fully understood and the school can meet the child’s particular needs. Parents and all staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both children and staff.

At Red Hill Field there are currently 11 fully trained first aiders. Staff also receive annual EpiPen training from the School Nursing Team.

The following policies may be useful to refer to:

- Red Hill Field Primary School’s SEND Policy 2019 - 2020
- Behaviour Policy
- Safeguarding Policy
- Accessibility Plan
- Pupil Premium Policy
- Assessment, Marking and Feedback Policy
- Complaints Policy

The policies listed above can be found on our school website. Alternatively, a copy can be obtained from the school office.

If you have any trouble locating the policies on the school website or are unclear about what they mean, please do not hesitate to talk to Mrs Watts or Mrs Swarbrick.



What do I do if I want to make a complaint to the school?

Red Hill Field Primary School is committed to working in close partnership with all members of the school community. We place great value on the role of parents / carers in supporting their children's learning. All staff and governors actively encourage a positive relationship between school and families.

It is recognised that from time to time, parents of children with SEND requirements may have particular concerns regarding their child's individual needs. Red Hill Field Primary School acknowledges there is a difference between a concern and a complaint. However, the requirement to have a complaints policy does not undermine efforts to resolve the concern informally. Concerns will be dealt with by the school as quickly, sympathetically and effectively as possible.

The school's Complaints Policy outlines the formal procedures which will be involved when initial attempts to resolve the issue are unsuccessful and the person raising the complaint remains dissatisfied and wishes to take the matter further.



Appendix 1

Initial Concerns Form

SEND Register Initial Concern Form

Name:	Class:
D.O.B:	Year:
Area(s) of concern (including evidence)	
What has been done to date (Quality First Teaching, intervention)	
Notes from discussion with staff, parents, pupil	
What needs to happen next and why?	
Any other necessary information	
Date of referral	
Teacher's name	Signature



Appendix 1

Identification of need

