

Red Hill Field

SEND Information

Report



2020 – 2021

We are an inclusive mainstream primary school which supports children with a range of special educational needs and disabilities. We work with parents and carers to meet the needs of every child and provide appropriate support for children who experience difficulties with their learning, whatever the cause.

Our SENDCo is Mrs Rachel Watts

Contact: 0116 2841500 or via office@rhf.learnat.uk

Please visit www.redhillfield.co.uk to view our:

- SEND Policy
- Accessibility Policy
- Medical Needs Policy

for additional information if required

1. Identifying children with SEND and assessing their needs:

A pupil is identified as having a special educational need when they require something additional to or different from the provision that is normally available for pupils of the same age.

When children join us in our Early Years Foundation Stage (EYFS), nurseries and pre-school providers share information with us where there are pre-existing difficulties. We have an extended transition period to ensure that the pupil makes a successful start at school. Where a transition occurs mid year, information is shared between schools and the class teacher and SENDCo will meet with parents to discuss how the school can use reasonable endeavours to meet the needs of their child.

During their time at school, pupils will complete regular assessments; these may be quick class quizzes or formal standardised tests. Teachers use the outcomes of these to assess whether pupils are making progress in their learning. Where a teacher has concerns about the rate of a pupil's academic progress, their wider development or social and emotional needs, they will begin to gather information to get a clear picture of the pupil's needs – this may include talking with the pupil, talking with parents and observing the pupil. This information is used to provide strategies and adjust support in class to meet their needs.

If a pupil's needs persist the SENDCo, class teacher and parents will meet to discuss whether they require provision that is additional to or different from, to meet their needs. If everyone agrees, the pupil will be placed on the Special Education Needs and Disabilities register and an Individual Education Plan will be written. This will identify targets for the pupil to work on, the support they will be given and how their progress will be monitored.

Depending upon the pupil's needs, the provision might include: individual or small group support, structured intervention programmes, specialised equipment or resources, or programmes of work delivered in school on the advice of other professionals such as a speech and language therapist or an educational psychologist.

2. Monitoring and evaluating the effectiveness of SEND provision

In conjunction with class teachers and teaching assistants, the SENDCo will monitor the impact of interventions providing guidance and support where necessary.

Termly pupil progress meetings are used to discuss the impact that additional to/different from support is having and any adjustments that are needed.

The SEND governor meets with the SENDCo to monitor and evaluate the effectiveness of all SEND provision.

The school invites feedback from professional colleagues within external agencies on the effectiveness of practice in supporting specific needs.

3. Assessing and reviewing children's progress

The school employs the four part cycle of Assess-Plan-Do-Review, known as the graduated approach, to ensure that provision is effective and maximises progress. IEP's are reviewed 3 times a year so that a pupil's progress towards their targets can be discussed and new targets can be set.

If a pupil has an Education, Health and Care Plan (EHCP), there will be Annual Review meeting to discuss their progress towards the outcomes and to ensure that the provision continues to meet their needs. This meeting will involve the child, parents/carers, school staff and any other professionals who are involved in the child's care.

4. Teaching approaches and adaptations to the curriculum and learning environment

Teachers provide support and scaffolding to meet the range of needs and abilities of the pupils in their class. There are many ways that this may be provided: writing frames, part solved problems, phoneme mats, practical apparatus, use of ICT.

The school predominantly uses the PiXL programme to deliver intervention. Specialist interventions such as Nessy reading and spelling, Toe by Toe, Sensory Circuits and ELSA are employed to meet individual needs.

In consultation with parents, the school takes advice when needed, from other professionals from outside agencies (speech and language therapists, occupational therapists, Educational Psychologists, Autism Outreach, Inclusion Forum etc) to ensure that reasonable adjustments and any necessary adaptations to the curriculum and/or learning environment are made to meet the specific needs of individual pupils. Where necessary, risk assessments are completed.

5. Providing the right level and kind of additional support to meet individual needs

The amount of support a pupil receives will depend on their level of need. If a pupil currently has an EHCP, this will outline the provision the child needs. This is determined by the Local Authority SEND panel who will draft the plan after reading reports from other professionals involved.

If a child does not have an EHCP, but outside professionals have been involved in assessing their needs, the school will act on advice regarding the level and kind of support they require. If the special educational provision required to meet a child's needs cannot reasonably be provided within the resources normally available to school, the school will consider, in consultation with parents, writing a SEND Support Plan for the child to request Top-up funding or an EHCP assessment. The school will use the Local Authority's criteria for statutory assessment to inform their judgement.

If a child is on the SEND register but there has been no involvement from outside professionals, the class teacher will identify their needs and plan programmes of additional support or intervention. At the end of each programme, the child will be assessed to determine the impact on their learning and the next steps.

6. Supporting children with SEND in activities outside the classroom, including school trips

No child will be excluded from a school trip or other out of school activity because they have a Special Educational Need or Disability.

No child will be excluded from wrap around care or lunchtime clubs because they have a Special Educational Need or Disability.

Children with SEND will be supported over lunchtime and during breaks if that is considered necessary/appropriate.

When planning trips, staff will take into account the needs of the children and ensure that venues and activities are suitable for all. Risk assessments will be undertaken so any additional measures needed to ensure children's safety can be employed and that the provider can be notified in advance of any adjustments that they need to make. If parents are anxious about allowing their child to attend a trip, staff will discuss their concerns with them and suggest any reasonable adjustments that can be made.

Arrangements for residential visits can be modified to enable children with SEND to attend for the duration of the day-time activities but to return home at night if that is deemed appropriate in consultation with parents. If parents are anxious about allowing their child to attend a residential, staff will discuss their concerns with them and suggest any reasonable adjustments that can be made.

7. Supporting social and emotional development

All staff are committed to the wellbeing of the children in our school and will always listen to any concerns that parents or children may have, offering support and guidance as necessary.

Our wellbeing and emotional support assistant provides additional support to children with identified needs through the ELSA supervision programme. They also provide additional support, as and when necessary, to individual cases such as family bereavement.

Any cases of bullying or suspected bullying are dealt with promptly and seriously, in line with our Anti-Bullying Policy.

We have a school policy for Behaviour Management. Individual Behaviour Plans (IBPs) are used to support children with challenging behaviour and are developed with the class teacher, behaviour mentor and parents. They are individually tailored to meet the needs of the child. Pastoral Support Plans are used to support children whose behaviour requires more than an IBP. Exclusions are enforced in extreme circumstances.

We have staff across each department of the school trained in Team Teach de-escalation and physical restraint techniques.

8. Equipment and facilities to support children with SEND

Equipment and facilities to support children will be identified in consultation with parents and appropriate professionals. The school will work with specialist services to ensure the timely provision of any specialist equipment. We have an accessible hygiene suite with a shower, toilet and changing facilities. Our school is fully wheelchair accessible.

9. Staff training and specialist support

We have staff trained in the use of Epipens; the management of epilepsy and diabetes; tracheotomy suction We also have staff trained in Paediatric First Aid.

A group of staff across each department are trained in Team Teach de-escalation strategies and restraint holds.

Staff have received training in dyslexia awareness, attachment and trauma awareness, autism awareness. Training needs are reviewed regularly and actioned accordingly.

As a school we work closely with a wide range of professionals from other agencies: Social Care; Health Services such as the School Nursing Service, Speech and Language Therapy, Occupational Therapists; Specialist Teaching Service; Autism Outreach; Educational Psychology Service and the Inclusion Team.

Senior Leaders attend meetings within Learn Academies Trust and those provided by the Local Authority. These keep the school informed of changes to legislation and guidance and developments in teaching and learning for children with SEND.

10. Consulting and supporting parents/carers

Senior leaders are available on the school gates every day. There are members of staff from each department at cloakroom doors to take informal messages. If parents require a meeting with their child's class teacher or the SENDCo they are invited to email the office to arrange this. Where information needs to be shared on a more regular basis, a home-school book may be used to enable a daily dialogue.

We hold meetings each term to review IEPs with parents. Ideas and advice about how to help at home will also be discussed and agreed so that school and home work together to best support the child.

If a pupil has an Education, Health and Care Plan (EHCP), there will be Annual Review meeting to discuss their progress towards the outcomes and to ensure that the provision continues to meet their needs. This meeting will involve the child, parents/carers, school staff and any other professionals who are involved in the child's care.

If parents have any concerns about how their child's needs are being met, about their progress or about any other issue which might be affecting them, the class teacher or SENDCo will be happy to meet with them to plan a way forward.

11. Children's views and involvement

Children with SEND have an IEP where they can voice what is important to them, what they feel are their strengths, where they need support and how the school can best support them.

Children can discuss any concerns that they may have with a member of school staff, knowing that they will be listened to. Children are involved in discussions about their targets: how these will be achieved, what progress has been made and what the next steps will be.

12. Complaints

School staff and parents/carers are partners in supporting children's progress and wellbeing in school. Therefore, staff will work with parents/carers to resolve any issues as quickly as possible.

Initially complaints should be addressed to the child's class teacher by making an appointment to discuss the matter. Where the issue is not resolved it will be passed to the SENDCo or another member of the Senior Leadership team.

The school publishes its formal Complaints Policy on the school website and hard copies are available from the school office.

13. Other support services and agencies

The school seeks advice from a range a wide range of professionals from other agencies with different areas of expertise: Social Care; Health Services such as the School Nursing Service, Speech and Language Therapy, Occupational Therapists; Specialist Teaching Service; Autism Outreach; Educational Psychology Service and the Inclusion Team. We will also signpost parents and carers to any services which we feel will offer them appropriate support.

SENDIASS is the Local Authority service which provides information and advice for the parents of children with SEND. This service can be contacted via email:

sendiass@leics.gov.uk; by telephone: 0116 3055614 or via the Local Authority website: www.leics.gov.uk/parents

The Local Authority publishes the Countywide Local Offer on its website:

<http://www.leicestershire.gov.uk/family-information-directory> detailing the range of services available to families. The 'Family Information Directory' has a range of service providers that may support your needs.

14. Transfer and transition

The school staff work closely with colleagues in pre-school settings and always visit children to meet them and have professional dialogue with their keyworker.

If a child has an EHCP and parents are considering transfer to a specialist setting, school staff will support parents to gather evidence for their request. Change to a specialist setting has to be agreed by the Local Authority. If a change of placement is agreed, the school will assist parents in organising transition visits and ensure that there is communication with the new setting to pass all information on.

If a child has SEND and they are transferring to mainstream secondary school, our staff will meet with the Heads of Year 7 and the receiving school's SEND department to share information and plan for their transfer. We arrange an enhanced transition, with additional visits, so that they can familiarise themselves with their new school, the staff and to ask any questions that they may have.

15. Leicestershire County Councils' Local Offer

This document has been written in line with guidance from the Local Authority. It constitutes the schools contribution to the Local Authority's Local Offer which is published on their website: <http://www.leicestershire.gov.uk/local-offer> .

On their 'What is the Local Offer' page, there is a list of all neighbouring authorities' Local Offer websites.