

Redbridge Primary School

Dream Big, Work Hard, Be Kind



SEND Information Report

**Next Review
Autumn 2024**

This Special Educational Needs Report should be read in conjunction with the SEND Policy

Aims of our provision in regards to pupils with special educational needs and/or disability

- The aims of our policy and practice in relation to special educational need and disability in this school are:
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To remove barriers to progress by providing children with Quality first teaching.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:

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

- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To support all staff in meeting pupil needs by providing well-targeted continuing professional development.
- To support pupils with medical conditions to achieve inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Parent(s) throughout this document refers to parents, parent, carer or those with parental responsibility

The kinds of special educational needs (SEN) for which provision is made at the school

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the school a copy of the EHCP and then consider their comments carefully before a final decision on placement is made.
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress and a discussion has been had with the SENCo to identify needs
- Observation of the pupil indicates that they have additional needs.

All or some of the above may apply and are carefully considered through systems set out in the school policies including SEN and Assessment Policies.

What is the most common need at Redbridge Primary School?

At Redbridge Primary School, the most common need in terms of children who are in receipt of an Education Health Care Plan is Autism. For children who are on the school SEN support register (those who do not have an EHCP), the most common need is Speech Language and Communication needs.

What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo whose name is Miss Heer and whose contact details are 02085517429
- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.
- We value the opportunity to work closely with parents whose views and aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND?

All pupils will be provided with Quality First Teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, including the SENCo, external professionals,
 2. Ongoing assessment of progress made by pupils with SEND through regular pupil progress meetings
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. Attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
 - All pupils have individual targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' consultations.

- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified promptly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Please note, the school do not operate a one to one model and most children will be supported within a small group to promote independence
- Action relating to SEN support will follow the Graduated Approach (**assess, plan, do and review**) model: Which is exemplified in the SEN Code of Practice 2014

i) Assess: Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.

ii) Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

iii) Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

iv) Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress is limited despite the delivery of high quality interventions, advice will always be sought from other agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services – including Educational Psychologists
2. Specialists such as outreach support services, for example Specialist Education and Training Support Service (SEATSS) and speech and language therapists
3. Social Care Services – discussed with parents
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet there cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

This school uses pupil centred profiles. These are completed with the pupils themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

8) How will the curriculum be matched to each child's needs?

- As per the Teachers' Standards, teaching staff must differentiate appropriately for all children with SEN.

- When a pupil has been identified as having special educational needs, the curriculum and the learning environment may be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the school will be recorded and shared with parents.
- Where a child has very complex needs and cannot access phase appropriate curriculum, their needs will be met in a designated learning space. The school has one for Early Years and one for Key Stage 1 and 2. Here, they will have access to interventions and resources to suit their needs.

9) How will parents know how well their child is doing?

- Attainment towards the identified outcomes will be shared with parents regularly through Progress Meetings, also through the school reporting system and Parent consultation appointments.
- A communication diary is sometimes a useful tool to help communication with school staff on a more regular basis. The aim is to inform one another of any important factors which may impact the child, such as lack of sleep, eating etc which may cause a barrier to learning.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 02085517429.

10) How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at <https://redbridgeprimary.redbridge.sch.uk/redbridge/primary/redbridge> and includes a link to our local offer.
- The class teacher, Phase Leader or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to or school events you could contribute to in order to further support your child's learning, please contact the SENCo.
- Some external professionals such as SALT, SEATSS will offer advice to parents whose children are known to SEND.

11) How will the school evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and may be scrutinised by external moderators such as Ofsted.

12) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSRE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent views are sought through a variety of means. These include one to one pupil conferences and pupil questionnaires.
- Small group evidence-led interventions to support pupils well-being are delivered to targeted pupils and groups.

- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.
- The school also has a pastoral team, including two trained Emotional Literacy Support Assistants who work with vulnerable children.

13) Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Individual Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. In some cases this will be an integral part of a statutory Educational Health Care Plan.
- Staff who volunteer to administer and supervise medications, will complete training overseen by a relevant health care professional such as a school nurse.
- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

14) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

15) What training do the staff supporting children and young people with SEND undertake?

In the last three years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils on the autistic spectrum
- How to support pupils with SEMH difficulties – Attachment Awareness
- How to support pupils with speech, language and communication difficulties
- Quality First Teaching
- Setting IEP targets

Enhanced training has been provided to Support Staff and the SENCo on:

- Pastoral Support
 - Picture Exchange Communication System (PECS) training
 - Box Clever and Colourful semantics training
 - Keeping abreast of developments and sharing good practice within the SEND field by attending termly SENCO Forums
 - Makaton
- The SENCO holds qualified teacher status and has been accredited with the National Award for Special Educational Needs Coordination in 2019.
 - The school has regular visits from an LA Educational Psychologist, SEN specialist teachers who provide advice to staff to support the success and progress of individual pupils.
 - The school receives visits from the Speech and Language Therapist (SALT) who provides advice on assessing and planning for targeted children. Programmes planned by the therapist are then delivered by a trained Learning Support Assistant. We believe that Speech and Language should be developed through Quality First Teaching in a language friendly environment.

16) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity. Parents may be asked to accompany their child along with the LSA.

17) How accessible is the school environment?

- In the last five years the following adaptations have been made to the school environment:
- Disabled parking spot marked and located in school car park.
- The new building is fitted with a lift.
- The new building has two toilets adapted to ensure accessibility for visitors with a disability.
- A ramp is due to be fitted in the school dinner hall in the next two years

18) How will the school prepare/support my child when joining or transferring to a new school?

- A number of strategies are in place to enable effective pupils' transition. These include on entry:
 - A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
 - Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
 - The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
 - If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

19) Transition to the next school, preparation for adulthood and independent

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCo's of both schools meet to discuss the needs of pupils with SEN in order to ensure a smooth transition during the summer term of Year 6.

After school:

20) How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The National SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 - Targeted differentiation to increase access to text (accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
 - In class, additional adult support aimed at increasing skills in specific area of need (learning behaviours, organisation, etc)

- Out of class support (relationship building, social, emotional skill development)
- Small group work to encourage catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
- Partnership working with other settings (shared resources e.g. shared expertise: support from local special school and outreach teams to improve inclusion)
- Use of specific environments in school such as work stations, nurture groups, study support centre, sensory rooms.
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources
- Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support
- In addition: The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority, or have been adopted from local authority care or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- The School has a purpose built sensory room used by children with additional needs as a calming space and also as a space to fulfil their sensory needs. To promote language skills, staff will talk to the children about what they see and teach them key words
- Two designated learning spaces have been created over the last year for those children who have complex needs. Here, interventions based on their needs and EHCP take place each afternoon to help them develop skills such as communication, social skills and independence. Other children with SEN also have access to these interventions

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

19) How are decisions made about how much support each child will receive?

- For pupils with SEN but without an EHCP, planning the support provided is led by the Senior Management of the school and the SENCO advising the class teacher/subject teacher. Parents are involved in this through parent meetings as outlined in the SEN policy. Deployment of funds is overseen by the Governing Body
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHC Plan is being produced or at an annual review of an EHC Plan. The Local Authority administers and delegates the High Needs Funding which resources the EHC Plan.

20) How will I be involved in discussions about and planning for my child's education?

- discussions with the class teacher, SENCo or senior leadership team member,
- during parent consultation appointments.
- meetings with support and external agencies.

21) Who can I contact for further information or if I have any concerns?

- If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:
- Your child's class teacher,
- The SENCo,
- The Headteacher,
- For complaints, please see the school Complaints Policy on the school website

22) Support services for parents of pupils with SEND include:

- The Redbridge Information and Advice Support Service (RIASS) offers impartial advice and support to parents and carers of all children and young people with SEND
<https://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?id=ksJVHmXNIE8>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, may wish to contact the Local Authority SEN Mediation Service. Parents may also seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority decisions about child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here
<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

23) Information on where the Local Authority's Local Offer can be found.

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0>

References

- Schedule 1 of The Special Educational Needs and Disability Regulations 2014.
- The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations
- Supporting pupils at school with medical conditions Sept 2014.
- Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice)