

Special Educational Need and Disabilities (SEND) Report

Updated July 2026

SENDCo: Anneliese Berridge

Assistant Headteacher responsible for SEND: Lynsey Wilkinson

1. The arrangements for the admission of disabled pupils and students with disabilities/ SEN.

All students, including those with disabilities and students with SEND are admitted to The Redhill Academy in line with the admissions policy.

2. What kinds of special educational needs does the school/setting make provision for?

We are committed to using our best endeavours to effectively meet the needs of pupils with autistic spectrum conditions; emotional and social needs; specific learning difficulties (dyslexia, dyspraxia, and dyscalculia); and moderate learning difficulties. The needs of pupils with physical disabilities, including visual and auditory impairments can also be met in the majority of cases.

The Redhill Academy can also support some pupils who are looked after by the local authority and whose first language is not English.

3. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Students undertake CAT tests and reading tests on entry, and these are updated annually to identify pupils working below national expectations. Pupils are also regularly assessed by subject teachers and data is closely monitored. All year 7 and 8 students will be given an additional reading assessment and follow the Accelerated Reader scheme using a reading book that is appropriate for their ability.

If you think that your child may have Special Educational Needs / Disability (SEND) or are concerned about your child's progress, then you should speak to your child's tutor in the first instance, whilst also seeking medical advice via your GP. If you continue to be concerned, you may contact the subject teacher/faculty lead and then following this the school's SENDCo (Special Educational Needs Co-ordinator).

4. How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The progress of all pupils is updated and monitored throughout the year by the classroom teacher. In addition, the school's SENDCO will be monitoring the progress of students on the SEND profile and arranging additional support/ advising on effective strategies, where deemed necessary.

5. How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Students with an Educational Health Care Plan (EHCP) will be invited to attend an annual review meeting to discuss their child's progress. All students on the SEND register and monitoring list will be monitored throughout the year and parents contacted if concerns are raised. Students on the SEND register will be invited in to discuss their needs and progress three times a year with parents.

6. What is the school's approach to teaching pupils with special educational needs?

The Redhill Academy will make every effort to ensure that that pupils with disabilities are not treated less favourably than other pupils.

The needs of students with Special Educational Needs are met within the classroom and the classroom teacher is responsible for effectively differentiating tasks to meet the needs of all pupils.

Some pupils will be allocated additional Teaching Assistant support to ensure that they make adequate progress.

7. What are the arrangements for assessing and reviewing progress towards outcomes?

Progress of students on the SEND register is reviewed at least three times per year at meetings either face to face or via telephone/video call with a key worker,

student views are included as part of the assessment and review process. In some cases, contact is more frequent than this.

All parents/ carers and students are invited to a parents evening once a year. There are also tutor review weeks for each year group, where progress is discussed with parents/carers.

Students with an Education, Health, and Care (EHC) Plan will have an annual review meeting to enable parents/carers and students to express their views about the nature and level of support given, progress made and set targets for future progress.

Teachers make regular assessments of progress and data is collected throughout the academic year.

8. How will the curriculum and learning be matched to my child/young person's needs?

All teachers are teachers of SEND and are responsible for adapting the curriculum to meet the needs of pupils within their classes. Classroom teachers are updated regularly on the needs of pupils by the school's SENDCO and supported as necessary. Some students complete a specialised foundation learning curriculum at key stage 4 alongside the GCSE offer and may be entered for bespoke qualifications dependent upon their needs.

9. How are decisions made about the type and amount of support my child/young person will receive?

Decisions about support are usually made by the school's SENDCO in conjunction with the views and wishes of parents. Following the schools graduated response.

Decisions are based on information from the primary school, initial tests to determine academic ability and individual needs. The Redhill Academy's SENDCO works closely with the feeder primary schools; primary schools should make the SENDCo aware of students with complex needs before transition. School will also liaise with external agencies where appropriate. We are proud to offer continued professional development around quality first teaching to all staff.

10. How will my child/young person be included in activities outside the classroom, including school trips?

All whole school co-curricular activities are inclusive and all students are encouraged to attend. We are also proud to offer a bespoke co-curricular package for students with additional needs through the learning support team. Teaching Assistants will be allocated according to need to accompany pupils on such activities whenever possible.

11. What support will there be for my child/young person's overall well-being?

We have a dedicated team enabling the school to provide a 'safe haven' during break and lunchtimes; a clear anti-bullying and behaviour policy; an inclusion team to provide mentoring and behaviour support where necessary; a thorough pastoral care system which uses a vertical tutor structure; a robust child protection system and access to outside support as necessary.

Bullying of any kind is unacceptable at our academy. We want parents to be confident that their children are safe and cared for in academy and that incidents when they do arise, are dealt with promptly and well. The academy is aware of its legal obligations including the Equalities Act 2010. We are aware of our role in supporting parents and working with other agencies outside the academy where appropriate. Bullying is deliberate, hurtful behaviour, either physical or psychological, which is unprovoked and is repeated over a period of time.

12. Who is the school/setting's special educational needs co-ordinator (SENDCO) and what are their contact details:

Special Educational Needs co-ordinator (SENDCO) – Ms A Berridge
Email: a.berridge@theredhillacademy.org.uk

Assistant SENDCo – Mrs T Bradshaw
Email t.bradshaw@theredhillacademy.org.uk

Student Support Inclusion Manager – Mr S Peters
Email s.peters@theredhillacademy.org.uk

Assistant Headteacher responsible for SEND – Ms L Wilkinson Email l.wilkinson@theredhillacademy.org.uk

13. What training have staff supporting special educational needs had and what is planned?

We have a team of experienced and qualified teaching assistants, a senior teaching assistant, assistant SENDCo and SENDCO.

The SENDCo has completed the National Award for Special Educational Need Co-ordinators (NASENCo).

The Inclusion team in school and teaching staff receive ongoing training around a range of needs. The teaching assistants have also accessed training given by the Educational Psychologist in order to support less able learners and some staff have attend training in managing risky behaviours.

14.What specialist services and expertise are available or accessed by the setting/school?

The school seeks the support of specialist teachers, support workers and various therapeutic services as required. Intervention sessions are offered to students identified as requiring additional support.

The Inclusion team offers ongoing mentoring and support for students with a range of needs across all four broad areas.

15.How will equipment and facilities to support students with special educational needs secured? How accessible is the school/setting?

There are designated learning areas for students with SEND which are equipped with computers. Equipment for particular or complex needs are considered and catered for on an individual basis.

We have designated disabled parking areas, and many parts of the school are accessible for wheelchair users. There are disabled toilet facilities.

16.Arrangements for supporting students who are Looked After and have SEN / disabilities.

The Academy will work with Local Authority to ensure that there are arrangements for supporting children and young people who are looked after by the local authority and have SEND.

17.What are the arrangements for consulting parents of students with special educational needs? How will be I involved in the education of my child/young person?

Students with an Educational Health Care Plan (EHCP) will have an annual review meeting to enable parents and pupils to express their views about the nature and level of support given, progress made and to set targets for future progress.

If your child is identified as not making adequate or expected progress, the school will discuss this with you in more detail through tutor review meetings and parent consultation evenings. The purpose of the meeting will be to:

- Review the student's profile
- Discuss progress overall and towards targets.
- Obtain both student and parent voice.

18.What are the arrangements for consulting young people with SEND and involving them in their education?

All students on the SEND profile receive input from a key worker and their views are sought regularly. In addition to this, we have a thorough pastoral system to support students with all aspects of their education. All students are allocated a tutor – for pupils with SEND – the SENDCO will liaise with tutors to inform them of individual circumstances.

19.What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

The school's SENDCO, tutors and class teachers are regularly available to discuss any concerns, worries or complaints. We are committed to working together with parents/guardians and students and value parental feedback and/or guidance to help students' progress and wellbeing.

The procedure for raising concerns or complaints is outlined in the complaints Policy which is available on the website.

20.How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The link governor liaises with the SENDCo and the designated Senior Teacher for SEND (Deputy Headteacher).

21.How does the school/setting seek to signpost organisations, services who can provide additional support to parents/carers/young people?

At The Redhill Academy, we strive to find ways to support parents/guardians in and out of school and investigate local organisations and seek support and guidance from outside support where appropriate. The school are supported by a wide range of services, including: an Educational Psychologist; specialist teams and CAMHS. The SEND team are available to discuss support available for your child and make the necessary referrals when appropriate to do so.

22. How will the school/setting prepare my child/young person to: transition from primary school or transfer between phases of education and prepare for adulthood and independent living?

The school's transition team will visit the local feeder primary schools in advance of pupils joining the school. We hold an open evening in the first term of each year and parents are encouraged to attend. Students with disabilities/ SEND may be given extra visits to the school prior to joining and parents are welcome to visit and discuss any individual needs and concerns in detail with the school's SENDCO. All information from primary school will be passed to the school's SENDCO in good time so that arrangements are put in place – this information will be shared with teaching staff at the beginning of the school year.

All students will receive careers guidance and information about a range of post-16 options.

23. Where can I access further information?

Our SEND policy, accessibility plan and equality act statement can be found on the school's website.

Any further information can be obtained by contacting the school to discuss individual circumstances/needs and to arrange a meeting or visit if required.

Information on the local authority's local offer is published:

www.nottinghamshire.sendlocaloffer.org.uk