



## The Redhill Academy Special Educational Need and Disabilities (SEND) report – updated Jan 2019

SENCo – Mr. M Johnson

Deputy Headteacher responsible for SEN – Mrs J Giles

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

The Redhill Academy is able 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 pupils whose first language is not English – we employ a designated tutor to support students with EAL.

### **2. 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 (SEN) or are concerned about your child's progress then you should speak to your child's tutor in the first instance. If you continue to be concerned you may contact the subject teacher and the school's SENCo (Special Educational Needs Co-ordinator).

### **3. 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 SENCO will monitor the progress of students on the SEND profile and arrange additional support and/or advise on effective strategies where necessary.

### **4. 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 profile will be monitored throughout the year and parents/guardians contacted if concerns are raised and parents will receive regular contact from a key worker within the SEN team.

### **5) What is the school's approach to teaching pupils with special educational needs?**

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.

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

All teachers are teachers of SEN 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 SENCO and supported as necessary. Some pupils who have significant learning needs in literacy and numeracy may be selected to be in our nurture group where the key focus is developing independence, reading and confidence. A specialised foundation learning curriculum is available to some students alongside the GCSE Key Stage 4 offer.

## **7. 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 SENCO in consultation with the views/wishes of parents.

Decisions are based on information from the primary school, initial tests to determine academic ability and individual needs. The Redhill Academy's SENCO works closely with the feeder primary schools – students with complex needs should be known to the SENCO before they arrive.

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

All out of school activities/school trips will be fully supported by the SEND team. Teaching Assistants will be allocated according to need to accompany pupils on such activities whenever possible.

## **9. 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 which is assessed on an individual basis.

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

**Special Educational Needs co-ordinator (SENCO) – Mr M Johnson**

Email: [m.johnson@theredhillacademy.org.uk](mailto:m.johnson@theredhillacademy.org.uk)

**Assistant SENCo – Mrs E Coxon**

Email: [e.coxon@theredhillacademy.org.uk](mailto:e.coxon@theredhillacademy.org.uk)

**Deputy Headteacher – Mrs J Giles**

Email: [j.giles@theredhillacademy.org.uk](mailto:j.giles@theredhillacademy.org.uk)

## **11. 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 SENCo and SENCo. The SEN team in school and the teachers 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.

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

There is a small nurture group for students who have below average numeracy and literacy skills on entry which is led by teachers in the English and maths department. We also provide specialist after school literacy intervention and mentors provide on-going support around well-being.

**13. 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 SEN 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 toilet facilities, and many parts of the school are accessible for wheelchair users.

**14. 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?**

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 these meetings are to:

- listen to any concerns you may have;
- plan any additional support your child may need;
- discuss with you any referral to outside professionals to support your child's learning.

Students with an 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.

**15. What are the arrangements for consulting young people with SEN 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 an excellent pastoral system to support students with all aspects of their education. All students are allocated a tutor and the SENCO will liaise with tutors for students with SEN to inform them of individual needs.

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

The school's SENCO, 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 SEN Policy which is available on the Academy's website.

**17. 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 SENCO and the designated Senior Teacher for SEN (Deputy Headteacher).

**18. 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 in order to seek support and guidance where appropriate. The school are supported by a wide range of services, including an Educational Psychologist, specialist teams and CAMHS. The SEN team are available to discuss support available for your child and make the necessary referrals when appropriate to do so.

**19. 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 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 SENCO. All information from primary school will be passed to the school's SENCO in good time so that arrangements are put in place and this information is 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.

**20. Where can I access further information?**

Our SEND policy 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](http://www.nottinghamshire.sendlocaloffer.org.uk)

