



SEND INFORMATION REPORT

This report explains how we cater for the needs of all our pupils. We aim to encourage, nurture and challenge our pupils to maximise their potential including those with SEND. We ensure our pupils receive a high quality education, and promote high standards in all areas of school life within a clear framework of pastoral care and support.

HOW DO WE IDENTIFY THE NEEDS OF CHILDREN?

The 4 areas of need outlined in the SPECIAL EDUCATIONAL NEEDS Code of Practice 2014 are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical.

- The SEND Policy is followed by all staff at Red House School
- Observations can flag up difficulties or differences with learning.
- All teachers in EYFS track pupil progress according to the EYFS framework ; Baseline assessments; Moving Forward documents; any other formal documentation shared with school as well as personal progress based on prior attainment such as the 2yr progress check.
- Careful monitoring of progress continues throughout all Key Stages ; screening takes place as pupils move through the school, to ensure any specific difficulties are identified
- A child themselves asks for help.
- Concerns can be raised by parents/carers.
- Where a child has been identified as SEND prior to joining us we ensure that information is gathered and appropriate support put in place.

WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

Talk to your child's teacher. Your concerns will be taken seriously – your views are very important. We encourage parents to work with us in finding solutions to pupils' difficulties.

HOW WILL STAFF SUPPORT MY CHILD AND MATCH THE CURRICULUM TO THEIR NEEDS?

- High quality teaching. Teachers will use their best endeavours to ensure pupils are taught effectively and appropriately to meet their needs.
- Lessons are differentiated for all learners, including those with SEND, in order for them to access the learning at their level and make progress. Appropriate resources are made available to support learning and development e.g. visual timetable, ICT, visual aids and specialist resources. Recent resources include: Inclusion Fix SEND Support; Communication Fix Speech and Language and Social and Emotional Needs Intervention Kit.
- It is the policy of the school to integrate those with, or suspected of having SEND, into all aspects of school life and to teach them with their peers. However, additional or different support may be required such as group interventions with a teaching assistant. Teachers are involved in the monitoring, evaluation and review of individual educational provision and have access to the SENCo Mrs E Auty for advice and support. The school follows an Assess, Plan, Do Review cycle.
- If a child continues to have difficulties despite the support of best quality teaching and reasonable adjustment, parents and teachers will discuss the options available e.g. diagnostic assessment. If outside agency advice/ LEA advice is thought appropriate this is always discussed with you and your permission is sought. At this point a support plan may be put in place. These are reviewed termly and contain small scale measureable targets that support a pupil's individual needs.
- Staff may liaise with Mrs A. Lees our specialist dyslexia teacher and assessor.
- Staff are informed through meetings where individual pupils are discussed. School ensures that information about a child's SEND is shared and understood by teachers and all relevant staff who come into contact with the child.
- Parents are invited to regular review meetings with the class teacher and the SENCo to discuss the provision for any child who needs extra help.
- Provision and the impact on a child's learning are recorded regularly. Support plans are key tools in recording what has been put in place and the success of the provision.
- Where a child has significant difficulties an Education Health and Care Plan may be sought(EHCP) This would only be initiated after all other intervention and provision have failed to deliver required progress and after

significant discussions with parents.

HOW WILL I KNOW HOW MY CHILD IS DOING?

Parents' evenings will inform you of your child's progress and targets. Contact is not limited to formal meetings and you are welcome to talk about your child's learning at a mutually convenient time at any time in the school year. We believe that a parent and teacher partnership approach is in the best interests of a child. You will receive twice yearly reports from the class teacher and Home/School contact books play an important role. Children's individual targets are reviewed regularly to ensure that progress is carefully tracked and these will be shared with you. Targets will be reviewed at least once a term.

HOW WILL THE CHILD BE INVOLVED IN THE REVIEWING PROCESS?

Each child's view is valued and children are encouraged to celebrate their achievement of targets and to be involved in agreeing new targets. The child's level of involvement in discussing their targets will be appropriate to their development.

HOW WILL THE SCHOOL HELP ME TO SUPPORT MY CHILD'S LEARNING? HOW CAN I BE INVOLVED?

Class teachers are always happy to discuss how you can support your child's learning and will discuss with you what learning programme is being used and how you can help. Children who are receiving SEND Support have regular reviews with class teachers, parents and the SENCO to discuss progress and any additional needs which require support.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?

Children's health and wellbeing are our priority. If a child is happy then they can learn. Our P.S.H.E. curriculum supports emotional and physical wellbeing in all aspects of school life, both within lessons and the wider aspects of school life. Extra-curricular Clubs support our positive school ethos and pupils are encouraged to take part. Pupils' views are important and they have opportunities to discuss areas of school life so that they feel that their views are valued.

HOW WILL THE SCHOOL INVOLVE OTHER AGENCIES INCLUDING HEALTH AND SOCIAL CARE AND LOCAL AUTHORITY SUPPORT SERVICES?

The school ensures that health and social care professionals are welcome in school and will work with them to ensure that children's needs are met. Within EYFS staff can submit one point referrals with the Local Authority; these cover all four area of need. Excellent links with Stockton LEA have been made over time and school staff work with key staff in the LEA seeking information and advice when necessary. Meetings involving school staff, parents and outside agency and LEA professionals take place within school when appropriate.

The Stockton LEA Local Offer will be consulted if necessary. (The Local Offer consists of the services available for children and young people with SEND aged 0-25.If your child lives outside of Stockton, Red House does have access to each Local Authority's Local Offer resources.

WHAT TRAINING HAVE THE STAFF HAD TO ENSURE THE SUPPORTING OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEND) OR THOSE WITH SEND WHO MAY IN THE FUTURE ATTEND RED HOUSE SCHOOL?

The school SENCo has had specialist SENCo training and all staff access regular training on Special Education Needs and Child Protection as necessary. Trainers are invited into school and staff attend CPD courses. The SENCo and the Head of EYFS also provide in-house training sessions throughout the year. Best practice is always sought and staff are keen to develop their knowledge of SEND matters. The Head teacher ensures that staff have the skills they require to support all the pupils. Recent staff CPD has included training on Mental Health, ASD, Attachment and Specific Learning Difficulties.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

Red House School is committed to equality and inclusion. We make sure that activities outside of the classroom and school trips and clubs are available to all. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with one-to-one support if necessary.

HOW ACCESSIBLE IS RED HOUSE?

Red House is based in a number of buildings from different time periods. Consequently not all areas are easily wheelchair accessible. However, any work on our building considers the needs of pupils and staff as well as disabled visitors. Our Access Plan is regularly reviewed as we strive to be anticipatory in planning access.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL OR TRANSFER TO A NEW SCHOOL?

There are induction visits for all children who will be joining Nursery & Reception. Visits are also organised in school so that staff meet pupils and also have time to talk with parents. Parent information evenings are held to

provide information/advice on the curriculum and other school issues.

We encourage all new starters to visit for "taster" days to relieve any anxieties. "Stay and Play" events are available throughout the academic year. Previous schools are contacted to share information on new pupils and we ensure all relevant information is passed on to new schools; we liaise as appropriate.

WHAT ARE THE ARRANGEMENTS FOR HANDLING COMPLAINTS?

Red House School has an open door policy regarding parents contacting staff about any concerns. Senior staff are:

- Mr I Barnbrook-McKay (Head of EYFS)
- Mr S Haywood (Head of the Junior School)
- Mr K James (Headmaster)

can be contacted to deal with complaints.

Please look at the SEND policy on our website if you require further information.

Reviewed by E Auty
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