



Rednock School

Quality, Partnership, Success

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Special Educational Needs and Disability Information Report

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Rednock School's Approach to SEND Support

1. The kinds of Special Educational Needs and Disabilities (SEND) that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia, attention deficit hyperactivity disorder (ADHD) and processing difficulties;
- Social, emotional and mental health difficulties, for example, attachment disorder, trauma, anxiety, emotionally-based school avoidance;
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties.

2. Identifying students with SEND and assessing their needs

Special educational provision may be triggered when students do not make expected progress despite having access to a differentiated programme. However, slow progress and low attainment do not necessarily mean that a child has SEND (and should not automatically lead to a student being recorded as having SEND). Where the school reasonably considers that a student may have a learning difficulty, for example where there are early indications that a student is not making expected progress, the school will do all that is reasonable to report and consult with parents and the student (as appropriate) to help determine the action required including whether any additional provision is needed.

The need for additional provision may therefore be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum;
- Working at a level significantly below age expectation, particularly in literacy and numeracy;
- Presenting persistent emotional and/ or social difficulties, which have not been managed by appropriate strategies usually employed;
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment;
- Poor communication or interaction, requiring specific interactions and adaptation to access learning.

The school uses the graduated response as outlined in The SEND Code of Practice. The emphasis is on early identification; this is not about labelling the child as having SEND but working out what action may be required to support the child.

The SEND Code of Practice refers to four broad categories of need:

- Cognition & learning;
- Communication & interaction;
- Physical and/or Sensory;
- Social, emotional and mental health.

The process of collating information about children with SEND begins in Year 6 (or Year 5 if they have an Education, Health and Care Plan (EHCP)) as part of the primary transfer procedure.

- The Special Educational Needs and Disabilities Co-ordinator (SENDCo) or member of the Student Development team attends Year 5 and / or Year 6 Annual Review Meetings for students with EHCPs.
- The Primary Liaison Coordinator, SENDCo, Educational Psychologist and relevant Advisory Teachers host an annual meeting for the transfer of Year 6 SEND information in Term 6 each year, to enable careful succession planning.
- Admissions information including CATs, KS2 SATs scores (where used), teacher assessments and Year 6 annual reviews are used to inform provision.
- In addition, as part of transition, Rednock School asks feeder primaries for a wide range of information, such as behaviour data, any concerns regarding peer groupings etc. All of this additional data is used to gain as broad a picture as possible for each student.

Once students join Rednock School identification and assessment to inform provision continues:

- Standardised reading comprehension, spelling tests and CATs testing are conducted at the start of Year 7. This testing then continues in line with the literacy policy and programme
- Students with SEND are assessed by a specialist teacher during Year 9 or Key Stage 4 to identify those who need access arrangements for external examinations.
- Students with suspected specific learning difficulties (SpLD) are tested in school, according to level of need, by a specialist teacher. Parents are consulted by letter before such testing occurs.
- On-going classroom assessment by teachers and teaching assistants takes place.
- Parental/carer concerns are investigated. If you have any concerns that your child may have SEND, you can contact the SENDCo via your child's tutor, or directly over email using the address senenquiries@rednockschool.org.uk
- Advice from external agencies is sought (Educational Psychologist, Local Authority advisory services such as Advisory Teacher Service (ATS), Speech and Language Therapist, Occupational Therapist).

The school recognises that some students with a SEN may also have a disability. The school will do all that is reasonable in order to meet the needs of students with disabilities.

3. Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty;
- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is placed on a My Plan, a My Plan+ or has an EHCP there will be a minimum of one annual review to look at a student's progress against targets. Students and parents will be involved in this throughout.

If a student is currently looked after by the Local Authority and has SEND, we will include carers, social workers and Virtual School Caseworkers instead of, or in addition to, parents as necessary.

4. The graduated approach to SEN support

The Graduated Pathway is Gloucestershire's response to ensuring Early Help is available to all children, young people and their families with additional needs, whether these are educational, social or emotional needs or a disability.



Once a student has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

An appropriate member of staff will act as a Lead Practitioner and work with the SENDCo or other relevant or external professionals to carry out a clear analysis of the student's needs. This will draw on:

- The lead practitioner's assessment and experience of the student;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments and feedback, where relevant;
- Assessment by the specialist learning support teachers, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The student's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's needs.

2. Plan

In consultation with parents and the student, a designated member of staff (the Lead Practitioner) will decide which adjustments, interventions and support will be put into place, the expected outcomes. Depending on the level of need, this may be recorded in a My Plan/ My Plan+ or EHCP.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will review the effectiveness of the support and interventions and their impact on the student's progress. This information will be recorded on our management information system, SIMs and Edulink, and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home. My Plan/ My Plan+ or EHCPs will be shared with parents/carers electronically over email unless they request otherwise.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher. Subject teachers still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher, where necessary, in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students;
- The level of progress the student has made towards their outcomes;
- The views of teaching and support staff who work with the student.

The teacher and the SENDCo will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

5. Levels of support

5.1 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to.

The transition from Key Stage 2-3 begins for some students in Year 5 and continues throughout the remainder of their Key Stage 2 time ensuring a smooth transition is made. If required students will come to Rednock in advance for extra visits and support and will access an enhanced transition package. Representatives from Student Development may attend review meetings at primary schools in advance of students joining.

The transition from Key Stage 3-4 involves sharing information with other settings if applicable, and inviting representatives from settings to review meetings. Some SEND students may receive increased guidance and support regarding choosing their GCSE options. Some SEND students may be invited to join the 'Step Up' course in Key Stage 4, where they will complete an ASDAN award and have supported study sessions.

The transition from Key Stage 4-5 starts for students with EHCPs in Year 10. Planning around their next steps forms part of the formal review process and is planned within that framework. For all other students work is done for this within their Year 11 reviews. The SENDCo, Community Leader or Lead Practitioner will work with parents, students and the further educational placement (this includes Rednock 6th form) to ensure that details about the students' needs are sufficiently transferred.

We recognise the importance of supporting our students into the next phase of their education beyond Rednock. We support students' in the preparation for adulthood through Life Skills lessons, tutor activities and Enrichment Days, as well as the Key Stage 4 Transition course, extra college visits, and trips into the local community to practice independent life skills.

5.2 Our approach to teaching students with SEND

At Rednock School our philosophy is that 'Everyone Matters' and that all teachers are teachers of Special Education Needs and Disabilities; this belief lies at the heart of our philosophy and approach.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

The wide variety of school interventions are mapped out in our [SEND provision document](#).

5.3 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud;
- Providing 'Lift' or 'Leave Lessons 5 Minutes Early' passes to support students who struggle with moving around the school or navigating crowds;
- Access to the Link, a quiet space where students can work or go if they are feeling overwhelmed.

6. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals as part of the annual review;
- Monitoring by the SENDCo;
- Reviewing progress, engagement and effort data alongside the Community Leader team;
- Community Panel discussions;
- My Plan/My Plan+ review meetings with parents and students;
- Actively seeking student feedback;
- Holding annual reviews for students with EHC plans.

7. Expertise and training of staff

Our SENDCo, Samantha Chinnock, began a career working with SEND students in a Learning Support Assistant capacity before becoming an Art teacher. She has a Masters in Education and has recently completed the National Award for Special Educational Needs Coordination.

We have two teaching members of staff dedicated to supporting students with SEND, our Learning Support Teachers, Wendy Hawkins and Kate Reeves, both of whom completed degrees in Geography, then trained and worked as primary school teachers, before completing Level 7 Postgraduate qualifications in assessment and dyslexia. They both hold an up-to-date Assessment Practising Certificate, which is an award that recognises the accredited qualifications held and the demonstration of their professional competence in the assessment of specific learning difficulties.

We have a Lead Key Stage 3 (KS3) Teaching Assistant (TA), Sarah Kilkenny-Blake, who oversees KS3 TA timetabling and is an expert in supporting KS2 - 3 transition. We have a lead Key Stage 4 and 5 Teaching Assistant, Vicky Cooper, who oversees KS4 and 5 timetabling and is an expert in supporting post-16 and next steps transition and trained in delivering differentiated Sex Education. The Lead TAs work together to support the KS3 - 4 transition.

We have a team of 20 teaching assistants who are trained to deliver SEND provision

Staff are trained in trauma informed practice and receive regular professional development with regards to supporting SEND students.

Staff are trained and expert in supporting students with literacy and numeracy as well as social and emotional needs.

Staff work in association with outside agencies as appropriate.

Staff are supported to keep up to date with information and additional training as identified through their continued professional development.

8. Working with other agencies

The school aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies used by Rednock School include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- The Advisory Teaching Service
- Children Adolescent Mental Health Service (CAMHS)
- Health Care Professionals - School Nurse, Community Paediatrician, Physiotherapists, GP,
- Families Early Help
- Youth Support Team
- Gloucestershire Children and Families Services
- Gloucestershire Safeguarding Children Board (GSCB)
- The Virtual School (for children in care)
- SEND and Local Authority Caseworkers
- Gloucestershire Education Inclusion Service (EIS)
- Young Carers
- Gloucestershire Hospital Education Service (Hospital)
- Alternative curriculum - Skylark, Quarry Chapel, Bridge
- Mentoring Services - The Door, TMS, Chance is Change

9. Accessibility Arrangements

9.1 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

We aim to make all reasonable adjustments necessary to ensure that:

- All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- No student is ever excluded from taking part in these activities because of their Special Educational Need or disability.

All students are encouraged to:

- go on residential trips when offered
- take part in all community events and activities

There are SEND representatives on the Student Council, who ensure that our SEND students have a voice when it comes to whole school matters.

The School's Accessibility Plan sets out the school's plan to increase the extent to which disabled students can participate in the school's curriculum; improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school; and improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

9.2 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- students with SEND are included in all wellbeing activities;
- wellbeing activities take place within tutor times, life skills lessons and enrichment days;
- there are six members of the teaching assistant team with roles directed to support the social and emotional needs of students;
- emotional and social wellbeing interventions are put in place for groups of students when a specific need has been identified;
- individual emotional and social work is undertaken with students from a wide variety of members of staff ;
- students with SEND are also encouraged to be part of the lunchtime club to promote teamwork/building friendships;
- There are opportunities for SEND students and their families to contribute to both whole school assemblies and staff professional development around SEND topics.

We have a zero tolerance approach to bullying.

10. Contact details of support services for parents of students with SEND

Parents should feel free to contact the school at any time for support and advice regarding their child's SEND, via their child's tutor or the SENDCo Team using the email address:

senenquiries@rednockschool.org.uk

Parents may also find the [SENDIASS](#) support agency useful for external advice

11. Contact details for raising concerns

The School's complaint procedures are set out on the school website.

Each student's form tutor and/or community leader will work closely with parents and carers at all stages in his/her education and should be the first port of call in case of any difficulty. Parents and carers of students with SEND whose concerns cannot be resolved through the form tutor or community leader will be directed to the SENDCo or a member of the Student Development Team, who will follow it up. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's policy will be followed. For students who hold an EHCP should there be a complaint regarding the plan please address this complaint to SEND Casework, Shire Hall (Local Authority).

The local authority local offer

Our contribution to the local Offer is: [Rednock Local Offer](#)

Our local authority's local offer is published here: [Local Authority Offer](#)