

Redhill Primary Academy

SEND Information

Report



June 2022

How is the Academy supporting children with SEND and their families since school has opened back up and is offering a more normal provision post COVID-19 pandemic?

All associated interventions are in place. Pupil progress is being closely monitored both academically and in individual pupils' areas of specific SENs.

It was recognised that there was a back log of children who hadn't seen outside agencies in a timely fashion due to the pandemic. Since returning in September 2021 all Learning Support Advisory Teacher and Educational Psychology reviews and new assessment referrals have happened and are now up to date.

Where this hasn't been possible e.g., Speech and language therapy (NHS speech therapist were redeployed into other roles during the pandemic, resulting in current long waiting list). The school is working alongside this service to provide alternatives ways of meeting need. For example, key school staff who work with children with speech and language needs are being trained by speech therapists to delivery targeted interventions within school in relations to individuals specific Speech and language.

The SENco and teachers has continued to work with parents requiring additional support, many of these have surrounded anxiety regarding society opening back up and returning to more of a pre pandemic way of life. As well as raising awareness about SEND enrichment clubs and activities outside school. In these situations, school offer advice, signposting or support relevant referrals.

Redhill Primary Academy is a mainstream Academy with pupils ranging from 4-11 years old. We have an onsite nursery provision catering for children from rising 3 to 5 years of age.

At Redhill Primary Academy, we believe every child has unique needs and that our entire Academy is enriched because of this.



Our Aim

We aim to enable all children to achieve their potential and plan very carefully to support and challenge them to do so.

Our Objectives

To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;

- To ensure that every child experiences success in their learning and achieves to their highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the Academy.
- To work in partnership with parents.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils

To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

What kinds of special educational needs are provided for at Redhill?

Redhill Primary Academy is proud to be able to provide an inclusive education for children who may have

- Cognition and learning
- Communication and interaction
- Physical and Sensory
- Social emotional and Mental Health



How do we identify children with SEND and their needs?

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils;

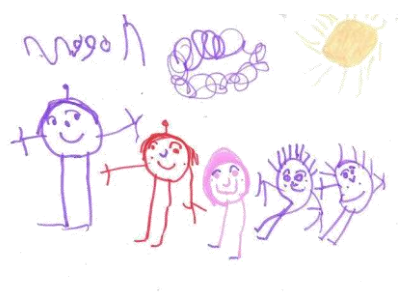
The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the team leader and Inclusion Manager and a plan of action is agreed.

At the Academy, we make regular assessments of children and record their progress against the statutory requirements of the Early Years Foundation Stage in nursery and reception and against the National Curriculum for children from Years 1 to 6. We also monitor closely children's emotional and social wellbeing.

Where assessments show a child is not working at age related expectations, or they are making less than expected progress, or if they are finding it difficult to make friends, behave appropriately, or are showing some other social and/or emotional difficulties we will use our professional judgement to ascertain if the child may have a special educational need.

Parents sometimes ask us to look more closely at their children's learning. We take all parental requests seriously and investigate them all. If you feel that your child has any special educational needs, please contact our Inclusion Manager Mrs Denise Rock who will be pleased to discuss your concerns in detail with you.

Sometimes, a child may have been identified as having a Special Educational Need or Disability before starting Academy. Where this is the case, we work closely with parents and external agencies to ensure a smooth transition into the Academy and plan so that good achievement is made by that child.



How do we meet the needs of children with SEND?

In accordance with the SEND Code of Practice 2015, we adopt a graduated response to SEND provision determined by the support each individual child requires. We use a three-tier approach to classify educational needs that are additional to, or different from everyday classroom provision.

Wave 1 – This type of support will happen in the classroom. Teachers will focus on a particular child or group of children in order to achieve specific targets

Wave 2 – This type of support will happen in addition to lessons taught in class. This is support for children who need a little extra help to access the curriculum fully. These will be short term interventions.

Wave 3 – This is additional support for those children who despite wave 2 intervention require further support or those children who have specific needs that require a greater

level of support. This can be 1:1 support based on an individual programme developed for that child to achieve highly differentiated and focused targets. These targets will sometimes be set with support from external agencies.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. All children are taught by their teacher. When allocating additional TA support to children, our focus is on outcomes, not hours. We aim to provide additional support to enable the child to reach their challenging targets, but without developing a learned dependence upon an adult.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children with SEND are appropriately challenging in the attempt to close the attainment gap between the children and their peers.

For an overview of our range of interventions please follow the link below. Please note that this is not an exhaustive list as where appropriate, our provision/interventions are bespoke and tailored to a child's specific needs as we recognise that one size does not fit all.

<http://redhill.ttsonline.net/page/send-documents.aspx>

Once a child has been identified as having SEND, information about interventions they have been involved in or professionals who may have worked with them will also be recorded to ensure continuity in provision. Each child will also have a provision map which outlines challenging targets for the child to achieve each term together with the personalised provision put in place to enable the child to achieve those targets.

What adaptations are made to the curriculum for children with SEND?

In our curriculum and depending upon the need of the child, we make adaptations so that all children can access learning. These include:

- Providing enlarged print for texts
- Breaking curriculum content down into small parts
- Providing visual cues and timetables so that children are able to be independent in their learning and
- Providing children with resources that allow independent access to curriculum content such as wobble cushions, adapted scissors, ruler and pencils etc.

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs and level of ability. Typically, this might mean that in a lesson there would be three different levels of work set for the class however, on occasions this can be individually differentiated for a specific child. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.



How do we work with parents/carers?

We aim to have a good and informative relationship with all of our parents. The collaborative planning and target setting systems in place for SEND pupils means that parents/carers are encouraged to be involved and supported in order to help children reach their targets. Parents/Carers are also supported through meetings with outside agencies such as Speech therapists, Educational psychologist etc. These often take place at the Academy. The Academy hosts a number of parent consultations throughout the year and regularly invites parents into the Academy to work with their child on open mornings. Our staff are always willing to help parents and informal discussion can take place if a parent has any concerns.

How do we listen to the children's views?

We value and celebrate each child's views on all aspects of Academy life. This is carried out through our active Academy Council. We also regularly ask the children to complete questionnaires in which they give their views on a number of Academy issues. Children with individual learning plans discuss their targets with the class teachers and are involved in drawing up the plans. If your child has Education Health Care Plan their views will also be formally sought at their annual review.



How do we monitor a child's progress?

We measure children's progress in learning against national age-related expectations. Pupil progress meetings are scheduled into the staff meeting timetable allowing teachers to monitor pupil progress and identify children requiring additional support. The class teachers continually assess each child and note progress. They use observations, evidence in books and tracking grids to monitor progress and achievement.

What support is in place for improving social and emotional development?

We adopt a caring and understanding ethos and are an inclusive school. We welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being. All our vulnerable pupils are known to staff.

Staff are always available and willing to provide pastoral support for all children. As an Academy, we do not tolerate bullying and any concerns regarding behavioural issues including bullying are looked into and acted upon.

All children are encouraged to participate fully in the life of the Academy. Staff are situated on the entrance doors every morning to greet and welcome pupils thereby ensuring a smooth transition between home and Academy each day.

What specialist services and expertise are available or accessed by the Academy?

Staff training needs are identified and planned for in response to our pupil needs and our anticipatory duty. All staff undertake induction training on appointment, and this includes a meeting with the SENCO to explain the systems and structures in place around the Academy's SEND provision. Within the Academy, the teachers with specific SEND related training are:

- Mrs Denise Rock – SENCO/Inclusion Manager – Holds a Post Graduate Certificate in SEN and Inclusion, also known as the National qualification for Special Educational Needs Co-ordinators. Is a qualified Emotional Literacy Support Assistant (ELSA). Youth Mental Health First Aider. She is also a member of the BPS (British Psychological Society) Register of Qualifications in Test Use, number 1234 - a Specialist Assessor holding a Certificate of Psychometric Testing & Assessment.

It is our aim for all children to be included on Academy trips including residential visits. We will make the necessary adaptations wherever possible in consultation with parents/carers. A comprehensive risk assessment is carried out prior to any Academy trip to ensure that the safety of pupils is maintained.

We endeavour to provide activities outside of the classroom that are accessible to all children. All of our children have equal access to this before Academy, lunchtime and after school clubs which develop engagement with the wider curriculum.

How accessible is the Academy environment?

Redhill Academy is on one level. The corridors are wide, and we have an easy access toilet with sensor taps. There is disabled access to our outside facilities including our sensory garden. We generally find that no further adaptations to the building are necessary for children with physical disabilities. Other adaptations will be made, as appropriate, to accommodate children with sensory disabilities. All of our classrooms are inclusion friendly. The Academy has disabled parking bays.



How do we prepare and support a child when joining the Academy and transferring to a new Academy?

Pupils with additional needs who join our Academy either at the beginning of the year or during the academic year will be supported, as appropriate, so that a successful transition is achieved. The Academy works with the Local Authority where a child is starting our Academy with an Education Health Care Plan to ensure that they are appropriately supported in conjunction with parents. We provide all parents/carers with a smooth move booklet which further details transition arrangements. Prior to transition, the Inclusion Manager arranges SEND transition meetings with key secondary Academy staff. The relevant staff then visit the child at our Academy and the child visits the new Academy for transition days. A child's SEND records are transferred to the new Academy to ensure that that new Academy is aware of the child's needs and targets.

How do we measure the impact of our SEND provision?

- Class teachers and the Inclusion Manager meet regularly to discuss progress against planned outcomes.
- We have a management structure that is focused on assessment and analysing information about all children in the Academy.
- The SENCO will also monitor planning and other evidence to ensure that all children with SEND are receiving a full and inclusive entitlement.
- Children's targets on their pupil plans are reviewed termly to ensure that they are being met. By ensuring that the children are making progress against national/age related expectations.
- Verbal feedback from the teacher, pupil and parent.
- Children being removed from the SEND register when they have made sufficient progress.



How do we manage the administration of medication and personal care?

We have a clear medical conditions policy which can be downloaded from our website. We have an intimate care policy that is available upon request from the Academy office. We recognise that pupils at the Academy with medical conditions should be properly supported so that they have full access to education.

If a child requires medication during the Academy day, this will be managed through an Individual Healthcare Plan written by the Academy in conjunction with the parent/carer. Staff have regular training regarding medical conditions and medication affecting individual children to ensure that all staff can manage medical situations if the need arises.



What can you do if you have a complaint about any aspect of the SEND provision?

Most issues can be resolved by speaking with the class teacher or the Inclusion Manager. If however, the issue has not been resolved, the Academy has a clear complaints policy that can be downloaded from the Academy website.

Who should you contact if you require any further information?

In the first instance, contact the Inclusion Manager Mrs Denise Rock on 01952 327170.

The SEND team at Redhill comprises:

Mrs Rock – The SENCO and Inclusion Manager Sally Lewis

- as Shadow SENCo

Phillip Nicholls – Governor with responsibility for SEND

Useful sources of further information

Our Academy offer can be downloaded from our website.

Our SEND policy can be downloaded from the website.

The Local Offer can be found at <https://www.telford.gov.uk/send>. You will find signposting for other agencies that support families and pupils.



This SEND Information Report was originally written by Mrs Rock Inclusion Manager and the SEND Governor. It is updated annually.

Redhill Primary Academy SEND overview Summer 2021

SEN Support and EHC Plan Breakdown						
School children recorded as SEN (Based on Oct 2021 Census)		Local Primary (T&W) (Based on Oct 2021 Census)		National (DFE's Special educational needs and disability: an analysis and summary of data sources May 2021)		
14.51% (67/465 pupils)		15.35%		14.50		
K (SEN support)						
12.28% (57/465 pupils)		14.10%		12.6%		
E (EHCP)						
2.23 % (10/465 pupils) 6 th highest in LA		1.25%		2.10%		
We have a lower percentage of children identified overall as SEN, compared to local and are similar to national						
We have a lower percentage of children identified at SENs support than local and national. This is because many low-level needs are met within QFT due to staff expertise in SEN, therefore they do not develop to the point where they require ‘a provision that is additional to or different from’ their peers’. This is evident in our pupil outcomes and progress.						
We have a higher percentage of children with EHCPs compared with local and national. In fact, we have one of the highest in the local authority, with many children’s plans having been issued on, or prior to entry. Of the 10 children we have on roll with an EHCP, only 44% of those reside within our catchment area. The other 56% choose to travel a considerable distance to access our school as parental preference. The LA is aware as they recognise that some schools in the locality are being sought out by parents as they are perceived to provide an appealing SEN offer. We are one of these.						
SEN Support School 57 children		National	Primary Type of Need	EHC Plan School 10 children		National
56.1% (32/57)	↑	14.6	Specific Learning Difficulty	0	↓	3.6%
7.0% (4/57)	↓	21.2	Moderate Learning Difficulty	40% (4/10)	↑	10.7%
0%	-	0%	Severe Learning Difficulty	0	↓	11.1%
0%	-	0%	Profound and Multiple Learning Difficulty	0	↓	3.6%
8.7% (5/57)	↓	19.4	Social Emotional and Mental Health	0	↓	14.2%
17.6% (10/57)	↓	23.7	Speech Language and Communication	30% (3/10)	↑	15.5%
5.3% (3/57)	↑	1.7	Hearing Impairment	0	↓	2.2%
0%	↓	1.0	Visual Impairment	0	↓	1.2
0%	-	0%	Multi-sensory Impairment	0	↓	0.4%

0%	↓	2.3%	Physical Disability	0	↓	4.9%
5.3% (3/57)	↓	6.8%	Autistic Spectrum Disorder	30% (3/10)	↓	30.1
0%	↓	4.6%	Other Difficulty/Disability	0	↓	2.6%
0%	↓	0.1	Profound & Multiple Learning difficulty	0	↓	3.6%
0%	↓	0.3	Multi-Sensory impairment	0	↓	0.4%
0%	↓	4.0%	SEN support but with no specialist assessment of type of need	0	↓	

According to **DFE's Special educational needs and disability: an analysis and summary of data sources published May 2021**, the most common primary types of needs record nationally this year are...

- SENs support = SLCN at 23.9%, with MLD very closely behind at 21.2%.
- EHCPs = ASD at 30.1%

A health warning, coding of SENs are a guide only. It is likely that some of our pupil's children coded as SLCNs and SEMH could achieve a formal diagnosis of ASD if parents chose to pursue it as it is parental choice. Some parents are in the process of pursuing this, some parents have chosen not to pursue this at this time.

Also, many pupils have up to three coding classifications, this is only a record of their primary area of need. Primary need is selected by probability/best fit. Focusing solely on pupil's primary area of need providing a limited view.

SENs support

At SENs support the percentage of pupils identified with SLCNs is slightly lower than national, it is worth noting this is primary needs only and many SEN students have SLCNs recorded as a secondary need. The percentage of children identified as SpLD is higher than national, and the percentage of pupils identified as MLD is much lower, we believe this is because due to staff skillset we are able to unpick SpLD well and therefore these pupils are identified as so, instead of MLD. Pupil progress and outcomes suggests pupil's needs are accurately being identified and met.

EHCPs

Considerations should also be given that the number of pupils with an EHCPs is 10 children, as this will skew any comparisons of percentages further.

May 2019 census (in the absence of 2020 due to covid 19) AWAITING ON LOCAL AND NATIONAL DATA FOR 2022

Based on the comparative data below (2019), pupils at Redhill recorded as SENs or EHCP do better in all areas in comparison with local and national in KS2 data reading writing and maths, KS2 Attainment data and KS2 combined R, W and Maths. With the exception KS2 progress for SEN support in maths where locally was slightly higher, but this is minimal, but we were still better than national. Redhill =-1, Local was -0.89 and National was -1.03. This is pleasing because this was influence by mobility factors (inc child joining at end Y5)

[illegible]

Progress and outcomes

Summer 2021 -Summer 2022

Whole school SEN based on spring term data

Expected progress: Reading 72%, Writing 62%, Maths 68%

Accelerated progress: Reading 32%, Writing 32%, Maths 25%

Whole School Attainment Data NOR: 360 exc REC	At ARE			Above ARE		
	Reading	Writing	Maths	Reading	Writing	Maths
All - 360	66%/79%/80%	57%/72%/75%	65%/78%/81%	21%/23%/29%	13%/17%/17%	19%/25%/27%
Girls - 168	70%/86%/84%	58%/81%/84%	70%/83%/82%	27%/30%/35%	18%/22%/25%	17%/22%/23%
Boys – 192	64%/79%/77%	56%/67%/68%	64%/73%/80%	21%/26%/26%	7%/10%/10%	21%/21%/32%
SEND – 61	29%/29%/38%	14%/16%/18%	32%/35%/34%	6%/8%/11%	2%/2%/2%	2%/5%/5%
Disadvantaged – 36 including PLAC, CIC,	62%/67%/69%	51%/64%/61%	62%/64%/64%	11%/19%/17%	11%/6%/6%	16%/19%/19%
EAL - 78	72%/72%/78%	65%/69%/77%	80%/78%/87%	33%/29%/37%	23%/25%/27%	36%/36%/40%
Ethnicity - 102	73%/88%/75%	68%/70%/73%	65%/75%/80%	31%/31%/30%	20%/22%/22%	27%/31%/40%

Attendance		
	SEND	No SEND
2022-23	93.71%	95.83%
2021-22	93.92%	96.12%
2020-21	97.27%	97.73%
2019-20 *	93.39%	93.82%

% Fixed term exclusions		
	SEND	No SEND
2022-23	0	0
2020-21	0	0
2019-20	0	0
2018-19	0	0

% Pupils with SEND eligible for FSMs		
	SEND	No SEND
2022-23	91.75%	93.54%
2021-22 (34/465)	19.4% (13/67 children)	4.5% (21/465)
2020-21 36/464 pupils	14.7 % (9/61 children)	5.8% (27/464 children)
On the spring census 2020 (there was no summer census due to Covid) 18/460 pupils	4.8% (3/63 Children)	3.2% (15/460 children)

Free school meal eligibility

In line with national data, pupils with special educational needs remain more likely to be eligible for free school meals – 19.4% compared to 4.5% of pupils without special educational needs. We are well below national average for whole school free school meals and whilst our SEND FSM percentage is higher than none SEND it is only a small group of 9/61 pupils. These 13 pupils are all SEN Support.

Our vision for our pupils with SEND

At Redhill Primary Academy we believe every child has unique needs and that our entire school community is enriched because of this. Therefore, our vision for our SEND pupils is the same as it is for our pupils not identified with SEND. We focus on the whole child - with one eye on when they're 25, so we are getting them ready for next leg of their journey in life including the relevant social knowledge and life skills. We want each child to reach their full potential and be in good health, in the heart of their society/community and in employment.

SEMH

Multi Academy Trust Audit

On the 6th of May a Trust Safeguarding Audit was completed, part of which included a review of Redhill's mental health provision. The outcome of which was very complimentary.

	Review of Mental Health provision
Mental Health professionals' engagement.	<p><u>Emotional Health and Well Being staffing:</u></p> <p>Well being is a high priority across the Academy through daily contact with pupils and with training forming a regular agenda item throughout all staff meetings.</p> <p>The Academy has an established Mental Health and Well Being Team.</p> <p><u>Mental Health Lead/SENDco is Denise Rock.</u></p> <ul style="list-style-type: none">• DR attends termly professional development meetings led by 'Future in Mind' T&W. (launched in 2016. (Severn Teaching Alliance in partnership with T&W and T&W clinical Commissioning Group.) While attending these meetings professionals are invited to speak on related areas to upskill the group.• Attends termly E20 meetings (Emotional Well-being to Outcomes) – practitioners in T&W share good practice. Due to the pandemic this group was suspended, it is scheduled to restart shortly.• DR disseminates training back to teachers and TA's• Facilitates training to other staff members

	<ul style="list-style-type: none"> Where appropriate promoting and teaching about good mental health permeates throughout the entire curriculum at a quality first teaching level eg the importance of physical health, exercise, good diet, sleep etc on emotional wellbeing. <p>The Academy has <u>2 Mental Health First Aiders</u>. FB (Youth)/DR (youth and adult).</p> <ul style="list-style-type: none"> Staff disseminate best practice and develop other staff in supporting pupils with their Mental Health. <p><u>Grief Recovery Specialist. DS and FB</u></p> <ul style="list-style-type: none"> Qualified Grief Recovery Specialist certified by 'Grief Recovery Institute' (assisting pupils who need additional support with bereavement) <p><u>Emotional Literacy Support Assistants (ELSA's)</u></p> <ul style="list-style-type: none"> 2 qualified ELSA's – staff offer structured personalised support/surgery for parents/sign post parents to agencies/upskill parents ELSA's disseminate best practice and develop other staff in supporting pupils with their Mental Health. Receive termly ELSA supervision and E20 meetings (Emotional Well-being to Outcomes – run by T&W Educational Psychologist Service, supervision is currently on teams – keeps staff updated/challenges decisions making. 1-1 or small group sessions for pupils who need support around discussion about their emotions. FB/DR - These staff have none contact time. One of the members of staff are always available to support needs. Families are sign posted to appropriate support agencies (e.g. Beam) The school nurse responsible for Mental Health has been available from Emotional Well-Being Panel which the Academy accesses. <p><u>Induction of the Pastoral Room which is designed to be multi purpose – opened 2020.</u></p> <ul style="list-style-type: none"> 1-1 support/group work Referrals (wave 3) class teacher identify/ESLA track assessment at the end of support to show impact Designed to support a range of needs - sensory area/practical activity area/quiet area Open access to all pupils support pupils at lunchtime 'drop in' Playground friends/buddies established but after pandemic bubbles school now working with 'BEDAZLED' to further develop provision e.g. 'Taking Table'
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- The impact of the pastoral room and school's ELSAs has been very positive – increasing conversations with parents around how to support their child's needs.

Mental Health link on website.

- Mental Health named staff
- List of resources/links designed to support Mental Health and Well-being.
- Link to policies
- Local support for families

The Academy has a named Governor for Mental Health and Well-being. Emotional Wellbeing and Mental Health Policy.

Staff Well-being

Support staff received Emotional Mental Health Training. Feedback from this was very positive. Staff are able to work with HR/Occupational Health. Staff Mental Health and Well being Policy (spring 2021).

Training

DR – DfE lead course – Designated Mental Health Lead.

ELSA training – 6 days

Planned training for staff – 'Trauma informed behaviour response' approach.

Supervision meetings.

Parents

Close involvement of parents 'drop in' telephone surgery lunchtimes each week. For those who require ongoing support, regular communication, co-production of referrals etc.