**Redhill Primary Academy**

**SEND Information**

**Report**



**June2025**

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 needs in one or more of the following areas:

* 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 school. Where this is the case, we work closely with parents and external agencies to ensure a smooth transition into the Academy and plan how we will meet their need, 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.

Universal/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.

Targeted/Wave 2 – This type of support will happen in additional 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.

Specialist/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 adapted 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 any adaptions or 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 adaptations can include the following:

* 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
* 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 adapted for a specific child. The benefit of this type of adaption 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 psychologists etc. These often take place at the Academy. The Academy hosts a number of parent consultations throughout the year and regularly invites parents/carers into the Academy to work with their child on open mornings. Our staff are always willing to help parents/carers and informal discussion can take place if a parent/carer 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 School Council. We also regularly ask the children to complete questionnaires in which they give their views on a number of school issues. Children with individual learning plans discuss their targets with their class teacher 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. We consider individual SENs when deciding how best to capture their views in a meaningful way.



**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 a school, 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 school each day.

We endeavour to provide activities outside of the classroom that are accessible to all children.

For an overview of our emotional wellbeing offer please click the link below

[*https://redhill.ttsonline.net/page/health-and-wellbeing.aspx*](https://redhill.ttsonline.net/page/health-and-wellbeing.aspx)

**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, staff with specific SEND related training include two teachers and one teaching assistant:

* 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, as well as the DFE’s Advanced Designated Mental Health Lead Qualification. She is a qualified Emotional Literacy Support Assistant (ELSA) and 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.
* Mrs Gemma Price currently studying for the Post Graduate Certificate in SEN and Inclusion, also known as the National qualification for Special Educational Needs Co-ordinators
* Mrs Faye Bailey Is a qualified Emotional Literacy Support Assistant (ELSA). A Youth Mental Health First Aider and Domestic Abuse Ambassador.

It is our aim for all children to be included on school 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 school trip to ensure that the safety of pupils is maintained.

**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.

**How accessible is the school environment?**

Redhill Primary 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 school?**

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 school staff. The relevant staff then visit the child at our Academy and the child visits the new school for transition days. A child’s SEND records are transferred to the new school to ensure that they are 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.

[*https://redhill.ttsonline.net/page/policies*](https://redhill.ttsonline.net/page/policies)

If a child requires medication during the school day, this will be managed though 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 SENCo. 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:

Mrs Rock – The SENco and Inclusion Manager

Gemma Price – Shadow SENCo

Faye Bailey – Pastoral leader

Phillip Nicholls – Governor with responsibility for SEND

**Useful sources of further information**

Our school 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.](https://www.telford.gov.uk/send) You will find signposting for other agencies that support families and pupils.

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

**Redhill Primary Academy SEND overview June 2025**

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| **The National SEND context****Taken from the Department of Education’s “Special educational needs and disability: an analysis and summary of data sources August 2024”*** The proportion of pupils in schools with an Education, Health and Care (EHC) plan increased to 4.8% in 2024, continuing a trend of increases since 2017. Prior to this, the rate had remained steady at 2.8%
* Pupils with an EHC plan made up 26.0% of all pupils with SEN in January 2024.
* The number of pupils with an EHC plan has increased by 11.6% between 2023 and 2024, and by a total of 83.4% since 2016.
* The proportion of pupils in schools who are on SEN support has increased to 13.6%, following a trend of increases since 2018.
* The number of pupils on SEN support has increased by 4.7% between 2023 and 2024 and by 24.9% since 2016.

**Pupils with SEN are classified as follows:** **SEN support:** SEN support means support that is additional to, or different from, the support generally made for other children of the same age in schools. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer. A pupil on SEN Support will not have an Education, Health and Care plan. **Education, Health and Care (EHC) plan:** A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN Support. This will follow a statutory assessment process whereby the local authority considers the pupil’s special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.The number of pupils with special educational needs (SEN) increased to 1.7 million pupils in schools in 2024, representing 18.4% of all pupils. The proportion of pupils with SEN had been decreasing since 2010 (21.1%), however it has increased for the last 8 years.**How Redhill Primary Academy Compares to SEND Nationally****SEN Support and EHC Plan Breakdown At Redhill Primary Academy** Taken from Redhill Primary Academy’s overview of needs based on Oct 2024 OFSTED IDSR **2022 2023 2024 2025** **14%** **2%** |
| **SEN characteristics 2024 Type of resourced provision:** **Number of pupils with SEN who are also FSM6 and/or CLA: 17**Taken from Redhill Primary Academy’s overview of needs based on Oct 2024 OFSTED IDSR  ***Taken from the Department of Education’s “Special educational needs*** ***and disability: an analysis and summary of data sources August 2024”*****Redhill SEN Profile – Summary Report****🗂 SEN Cohort Overview**

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| --- | --- | --- |
| **Category** | **Count / Total** | **Percentage** |
| Total SEN Cohort | 79 pupils | — |
| SEN Support | 69 / 79 | 87% |
| EHCP | 10 / 79 | 13% |

**🧍 Gender Distribution**

|  |  |  |
| --- | --- | --- |
| **Category** | **Count / Total** | **Percentage** |
| Girls with SEN | 20 / 79 | 25% |
| Boys with SEN | 59 / 79 | 75% |
| EHCP Boys | 10 / 11 | 90% |

**🗣 English as First Language (EAL Status)**

|  |  |  |
| --- | --- | --- |
| **Category** | **Count / Total** | **Percentage** |
| SEN pupils with English as 1st language | 67 / 79 | 85% |
| SEN Support with English as 1st language | 54 / 69 | 78% |
| EHCP with English as 1st language | 8 / 10 | 80% |

**🏠 Looked After Children (LAC) with SEN**

|  |  |  |
| --- | --- | --- |
| **Category** | **Count / Total** | **Percentage** |
| Total LAC with SEN | 2 / 79 | 2.5% |
| SEN Support (LAC) | 2 / 69 | 2.9% |
| EHCP (LAC) | 0 / 10 | 0% |

**🍽 Free School Meal Eligibility (FSM)**

|  |  |  |
| --- | --- | --- |
| **Category** | **Count / Total** | **Percentage** |
| FSM pupils with SEN | 17 / 79 | 21.5% |

**📊 Attendance (Academic Year to Date)**

|  |  |
| --- | --- |
| **Category** | **Percentage** |
| Whole School Average | 97.7% |
| SEN Pupils | 95.5% |

**🚫 Fixed-Term Exclusions (SEN Pupils)**

|  |  |
| --- | --- |
| **Category** | **Count / Total** |
| SEN Pupils Excluded | 1 pupil |

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| **Comparison to Local and National Data 2024**

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| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **EYFS %** | **National** | **Regional** | **LA**  | **Redhill** |
| **All SEND** (3 pupils) | 20 | 19 | 21 | 0 |
| **SEN Support** (3 pupils) | 25 | 24 | 25 | 0 |
| **EHCP** (0 pupils) | 4 | 2 | 3 | NA |
|  |  |  |  |  |  |
| **Phonics %** | **National** | **Regional** | **LA**  | **Redhill** |
| **All SEND** (5 pupils) | 44 | 43 | 43 | 60 |
| **SEN Support** (5 pupils) | 52 | 51 | 53 | 60 |
| **EHCP** (0 pupils)  | 20 | 15 | 7 | NA |
|  |  |  |  |  |  |
| **KS2 RWM %** | **National** | **Regional** | **LA**  | **Redhill** |
| **All SEND** (12 pupils) | 22 | 19 | 21 | 17 |
| **SEN Support** (7 pupils) | 26 | 22 | 24 | 29 |
| **EHCP** (5 pupils) | 9 | 7 | 10 | 0 |
|  |  |  |  |  |
| **KS2 Reading %** | **National** | **Regional** | **LA**  | **Redhill** |
| **All SEND** (12 pupils) | 41 | 37 | 42 | 25 |
| **SEN Support** (7 pupils) | 48 | 44 | 48 | 43 |
| **EHCP** (5 pupils) | 19 | 15 | 21 | 0 |
|  |  |  |  |  |  |
| **KS2 Writing %**  | **National** | **Regional** | **LA**  | **Redhill** |
| **All SEND** (12 pupils) | 30 | 28 | 30 | 42 |
| **SEN Support** (7 pupils) | 36 | 33 | 35 | 57 |
| **EHCP** (5 pupils) | 12 | 9 | 14 | 0 |
|  |  |  |  |  |  |
| **KS2 Maths %** | **National** | **Regional** | **LA**  | **Redhill** |
| **All SEND** (12 pupils) | 38 | 35 | 37 | 58 |
| **SEN Support** (7 pupils) | 44 | 40 | 42 | 57 |
| **EHCP** (5 pupils) | 17 | 13 | 18 | 60 |

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