

Redhill Primary Academy

SEND Information Report



June 2024

How is the Academy supporting children with SEND post COVID-19 pandemic?

At the Academy all associated interventions and adaptations ~~are back~~ were quickly back in place. Pupil progress is being closely monitored both academically and in individual pupils' areas of specific SENs.

All external referrals made by the Academy, including BEEU (Children and Adolescent Mental Health Services) are now ~~are~~ back to being made in the usual timely fashion.

It was recognised that there was still a significant group of children who hadn't been seen by outside agencies due to the pandemic. As a result, certain services such as Speech and Language Therapy and BEEU's (Children and Adolescent Mental Health Services) Autism neurodivergent pathway still have longer than usual waiting times. Health is continually looking at ways to best address this.

Many preschoolers have not been seen by any health professionals; some were offered telephone appointments instead. This has resulted in some children starting nursery and school with unidentified special educational needs that would have previously been identified earlier. The post pandemic closure of the local authority's specialist assessment nursery has further impacted this as children that would have previously attended there, are now attending their local nursery.

The Academy has been working closely with the associated health professionals and the local authorities SEND team to engage the appropriate outside agencies as soon as possible and ensure the appropriate provision is in place to meet their needs.

NHS speech therapists were redeployed into other roles during the pandemic, which has resulted in current long waiting list. The school is working alongside this service to provide alternative 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 deliver targeted interventions within school in relation to individuals specific speech and language.

The SENco and teachers have 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. In these situations, school offer advice, signposting or support relevant referrals. As well as raising awareness about SEND, the SENco and teachers have encouraged children with SEN to attend enrichment clubs and activities outside school.

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.

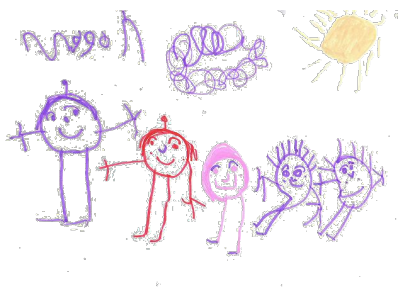
The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the team leader and Inclusion Manager and a plan of action is agreed.

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 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.

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 adaptations 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 an 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. All of our children have equal access to this before school, at lunchtime and *through after school clubs which develop engagement with the wider curriculum.*

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

<https://redhill.ttsonline.net/page/health-and-wellbeing.aspx#>

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

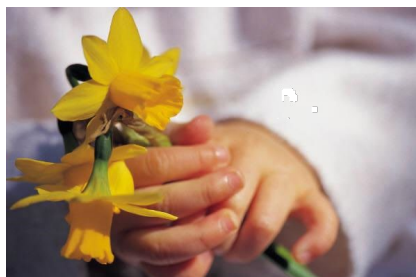
Staff training needs are identified and planned for in response to our pupil needs and our anticipatory duty. All staff undertake induction training on appointment, and this includes a meeting with the SENco to explain the systems and structures in place around the Academy's SEND provision. Within the 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. 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.
- Mrs Sally Lewis Holds a Post Graduate Certificate in SEN and Inclusion, also known as the National qualification for Special Educational Needs Co-ordinators
- *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.

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>

If a child requires medication during the school 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 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
 Sally Lewis - 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>. 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 May 2024

SEN Support and EHC Plan Breakdown		
School children recorded as SEN (Based on Oct 2023 OFSTED IDSR)	Compared to Local context (Based on Oct 2023 OFSTED IDSR)	National (DFE's Special educational needs and disability: an analysis and summary of data sources June 2023)
Pupils identified as SEN		
12.9	Below average	17.3%
K (SEN support)		
11%	Below average	13%
E (EHCP)		
1.9 %	Below average	4.3%
SEND characteristics: Number of pupils with SEND who are also FSM and/or CLA: 15 (Based on Oct 2023 OFSTED IDSR)		
<p>Our percentage of pupils identified as SEN Oct 23 and those with an EHCP are close to average when comparing to the local context, but we are below for SEN support. We believe this is due to the expertise in school, meeting need through quality first teaching.</p> <p>When comparing to national, we are close to average for SEN support but below for EHCPs. Since this data was collected, we now (May 2024) have 11 EHCPs 2.5% and are in the process of applying for two more.</p> <p>Telford and Wrekin Council have an Inclusive School Forum that is used prior to applying for an EHCP. This forum is made up of a panel of professionals associated with SEN that can provide advice and funding. Schools can apply and present cases to the panel. It is hoped that this approach will reduce the amount of EHCPs and increase the speed pupils with more complex needs can access appropriate provision. We have a number of pupils who receive support through this provision.</p>		

Analysis by Need						
School SEN support 58 children No.of pupils / %	Arrows	National	Primary Type of Need	National	Arrows	School EHCP 11 children No.of pupils / %
19 - 32.7 %	↓	25.5%	Speech Language and Communication	18.4 %	↑	3 – 27.3%
7 – 12 %	↓	21.0%	Social Emotional and Mental Health	15.2 %	↑	3 – 27.3%
2 – 3.4 %	↓	17.3%	Moderate Learning Difficulty	9.1 %	↑	2 – 18.2
5 – 8.6 %	↓	8.3%	Autistic Spectrum Disorder	32.2 %	↓	2 - 18.2
21 – 36.2 %	↑	14.2%	Specific Learning Difficulty	4.1 %		-
-		4.0%	Other Difficulty/Disability	2.4 %	↓	1 – 9.1%
-		4.6%	SEN support but no assessment of type of need	0.0 %		-
-		2.1%	Physical Disability	4.0 %		-
-		0.2%	Severe Learning Difficulty	8.7 %		-
3 – 5.2 %	↑	1.6%	Hearing Impairment	1.7 %		-
-		0.9%	Visual Impairment	1.0 %		-
-		0.1%	Profound & multiple Learning Difficulty	2.8 %		-
-		0.3%	Multi-sensory Impairment	0.3 %		-

Health warning regarding coding of SENs.

It is likely that some of our pupil's coded as SLCNs (Speech, Language and Communication Needs) or SEMH (Social, Emotional and Mental Health) could achieve a formal diagnosis of Autism 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 four coding classifications, this is only a record of their primary area of need. Primary need is selected by probability/best fit, sometimes needs feel almost equal in impact. Therefore, focusing solely on pupil's primary area of need provides a limited view. It is perhaps more helpful to understand the numbers of pupils with formal diagnosis or characteristics identified for the more common areas of needs currently attending Redhill Primary Academy.

SENs support

At SENs support unlike national, the number of pupils identified with SLCNs is not our highest, instead this is SpLD (Specific Learning Difficulties). But when you consider the number of needs that can fall under the umbrella of SpLD that is understandable. These can include formal diagnosis or characteristics of the following Dyslexia, Dyspraxia or Developmental Coordination Disorder (DCD), Dyscalculia, Dysgraphia etc. SLCN is our next highest and is a single area of need.

EHCPs

Of the 11 pupils currently in receipt of an EHCP, 2 have a formal diagnosis of Autism and 5 are on the neurodevelopmental pathway potentially pending a diagnosis of Autism and/or ADHD. As our highest area of need for pupils in receipt of an EHCP, this reflects the national picture.

Gender

Special educational needs are more prevalent in boys than girls. This is seen nationally and locally.

Redhill:

- 15/69 girls are SEN 22%
- 54/69 boys are SEN 78%
- 11/11 EHCP boys 100%

Ethnicity

Nationally, among the different ethnic groups, those referred to as 'Travellers of Irish heritage' and 'Black Caribbean' had the highest proportion of pupils with an Educational, Health, and Care (EHC) plan, with percentages of 6.1% and 5.8% respectively. Conversely, the Chinese ethnic group had the lowest percentage of pupils with an EHC plan at 2.1%.

- 4 out of 11 children with an EHCP have an ethnicity which is non white British (1 x Indian, 2 x white European, 1 x Asian and any other ethnic group.) = 36%
- 16 out of 58 children with SEN support have an ethnicity which is non white British (1 x Any other mixed background, 1 x Bangladeshi, 1 x Black African, 1 x other Pakistani, 1 x white Irish, 1 x White and Black African, 1 x White and Black Caribbean, 1 x White Other, 3 x White and Asian, 5 x Indian.) = 28%

English as a first language

Nationally, 84.3% of pupils who have SEN support and 84.3% of pupils with an EHC plan have a first language known to be or believed to be English. This is unchanged from the previous year, and compares to 79.3% of all pupils in schools.

Redhill SEN pupils who for English is not their first language:

- 58/69 SEN - 84%
- 8/11 EHCP - 73%

Looked after children and children in need with SEN – prevalence and characteristics

Nationally 57.4% of children who had been looked-after continuously for 12 months for whom data was available, had SEN in 2021/22, which consists of 30.2% with an EHC plan and 27.2% with SEN support. This compares to 48.6% of 'children in need' with SEN and 16.3% of the overall pupil population identified with SEN.

Redhill Looked after children:

- 5/69 – 7.2%
- 3/58 SEN support 5.1%
- 2/11 EHCP 36.4%

Outcomes

Early Years Foundation Stage Profile (EYFSP)

Data over time, shows are very low % of children in Nursery and Reception working at age appropriate levels. This picture improves as children progress through school.

Redhill EYFS SEN data	On entry to Nursery 2023-24	On entry to Rec 2023-24	Exit Reception 2023-24
Number of pupils at SEND Support	2	2	4
Number of pupils at EHCP, or application in process	1	0	0
Working at ARE	0	0	0

Phonics screening check

50% of year 1 SEND pupils met the expected standard in the phonics screening check. The five pupils due to retake the test in Year 2, 60% are expected to pass.

Key Stage 1

The percentage of pupils who achieved the expected standard in KS1 teacher assessments (TA) has dropped in both SEN and non-SEN categories following the COVID-19 pandemic.

Percentage of pupils achieving the expected standard in KS1 teacher assessments (TA) by SEN provision, 2018/19 and 2021/22:

Percentage	2018/19		2021/22		2022/23	
	SEN National/School	No SEN National/School	SEN National/School	No SEN National/School	SEN National/School	No SEN (inc SEND- All) National/School
Reading	30/43	75/78	26/36	75/72	27/33	67/72
Writing	22/43	69/75	17/18	66/72	19/33	58/71
Maths	33/36	75/80	29/46	75/77	32/33	67/75

Key Stage 2



Percentage	2018/19		2021/22		2022/23	
Attainment	SEN National/School	No SEN National/School	SEN National/School	No SEN National/School	SEN National/School	No SEN (inc SEND- All) National/School
Reading	36/56	73/85	38/25	75/77	39/71	73/92
Writing	34/67	78/93	26/33	69/81	29/64	72/90
Maths	41/56	79/88	34/33	72/82	36/57	73/87

Percentage	2018/19		2021/22		2022/23	
Progress data	SEN National/School	No SEN National/School	SEN National/School	No SEN National/School	SEN National/School	No SEN (inc SEND- All) National/School
Reading	-1.45/0.61	0.05/-0.73	-1.88/-1.84	0.03/0.26	-1.42/4.13	0.04/3.19
Writing	-2.2/1.56	0.04/1.61	-2.10/0.17	0.03/1.45	-2.18/3.34	0.04/3.00
Maths	-1.51/-0.68	0.05/-0.7	-1.54/-1.31	0.03/0.9	-1.57/2.22	0.04/3.15

How Redhill compares local and national Data October 2023

Based on the comparative data below, pupils at Redhill recorded as SEN support and EHCP, perform better in all areas in comparison with local and national at KS2 in reading writing and maths.

The children/child with an EHCP, who did not attain age related expectations at the end of KS2, made good progress since entry into reception. The SATS measure is not an appropriate tool to measure the progress these children have made. We have case studies on both of these pupils which clearly demonstrate progress. We have reports from the associated outside agencies involved with both of them that demonstrate better than expected progress in their areas of expertise, such as SaLT and EP.

School Name	Number on roll (based on Oct 2023 Census)			PRIMARY 2022-23								
Redhill Primary School	424							 Telford & Wrekin Co-operative Council Protect, care and invest to create a better borough				
% of primary pupils with:	School	Local (T&W)*	National**	Primary Schools T&W*	% SEND numbers compared to other T&W primary schools 1= highest ranking %*			Total no. of primary schools = 55				
SEN Support *	47	11.08%	15.67%	13.50%	16.06%	44			* based on Oct 2023 census			
EHC Plans *	8	1.89%	4.47%	2.50%	1.75%	24			** Dfe 2022/23			
All SEN	55	12.97%	20.15%		17.81%				Completed Jan 24			
Inclusive School Forum (ISF) Numbers Oct 2023	0											
School				Local (T&W)				National				
cohort	Reading	Writing	Maths	cohort	Reading	Writing	Maths	cohort	Reading	Writing	Maths	
KS1 Attainment Data												
SEN Support	4	50.0%	50.0%	50.0%	363	33.6%	23.1%	36.4%	84,270	32.0%	21.7%	36.7%
EHC Plans	2	0.0%	0.0%	0.0%	83	10.8%	7.2%	14.5%	22,720	12.5%	7.6%	14.6%
All SEN	6	33.3%	33.3%	33.3%	446	29.4%	20.2%	32.3%	106,990	27.8%	18.7%	32.0%
All pupils	59	71.2%	71.2%	74.6%	2,335	70.9%	62.7%	71.7%	643,460	68.3%	60.1%	70.4%
KS1 Combined R,W,M												
SEN Support	4	50.0%			363	19.0%			84,270	19.1%		
EHC Plans	2	0.0%			83	4.8%			22,720	6.5%		
All SEN	6	33.3%			446	16.4%			106,990	16.4%		
All pupils	59	62.7%			2,335	58.4%			643,460	56.0%		
KS2 Progress Data												
SEN Support	12	4.59	3.48	3.05	459	0.49	-1.04	-0.67	99,750	-0.58	-1.51	-0.82
EHC Plans	2	1.38	2.52	-2.70	108	-2.38	-2.79	-1.81	32,130	-4.37	-4.42	-4.13
All SEN	14	4.13	3.34	2.22	567	-0.06	-1.36	-0.88	137,200	-1.42	-2.18	-1.57
All pupils	62	3.19	3	3.15	2,514	0.45	0.13	-0.08	673,470	0.04	0.04	0.04
KS2 Attainment data												
SEN Support	12	75.0%	66.7%	66.7%	459	48.6%	31.6%	39.7%	104,200	44.8%	33.9%	42.3%
EHC Plans	2	50.0%	50.0%	0.0%	108	22.2%	11.1%	19.4%	31,220	18.2%	12.1%	16.4%
All SEN	14	71.4%	64.3%	57.1%	567	43.6%	27.7%	35.8%	135,420	38.5%	28.9%	36.3%
All pupils	62	91.9%	90.3%	87.1%	2,514	75.70%	71.40%	73.30%	668,130	72.60%	71.50%	72.90%
KS2 Combined R,W,M												
SEN Support	12	58.30%			459	24.60%			104,200	23.50%		
EHC Plans	2	0.00%			108	8.30%			31,220	8.40%		
All SEN	14	50.00%			567	21.50%			135,420	20.10%		
All pupils	62	82.30%			2,514	61.00%			668,130	59.40%		

Source
 Progress, Attainment & Combined RWM data source: DfE 2023
 DfE LAIT (2023)
 **DfE State-funded primary in England and Telford and Wrekin for 2022/23

Attendance		
	SEND	No SEND
2023-24	95%	97%
2022-23	96.46%	94.76%
2021-22	93.71%	95.83%
% Fixed term exclusions		
	SEND	No SEND
2023-24	0	0
2022-23	0	0
2020-21	0	0
% Pupils with SEND eligible for FSMs		
	SEND	No SEND
2023-24	22%	10%
2022-23	24%	6%
2021-22	18%	5%

National free school meal eligibility As set out in “*Special educational needs and disability: an analysis and summary of data sources June 2023*”

Pupils with special educational needs are more likely to be eligible for free school meals. 41.1% of pupils with an EHC plan and 37.5% of pupils with SEN support were eligible for free school meals in January 2023 compared to 20.8% of pupils without special educational needs.

Redhill Free school meal eligibility

In line with national data, pupils with special educational needs remain more likely to be eligible for free school meals. 22% compared to 10% of pupils without special educational needs. We are 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 15/69 SEN pupils.

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 at Redhill Primary Academy

Our curriculum and enrichment activities are intended to promote the development of the whole child which is reflected in our school mission. Emotional wellbeing is at the heart of all that we do here at Redhill.

<https://redhill.ttsonline.net/page/mission>

As part of this we have our 'A Valued Me' programme where throughout the year the following values are explored and celebrated Respect, Friendship, Responsibility, Empathy, Honesty and Independence.

<https://redhill.ttsonline.net/page/smsc-valued-me.aspx>

Emotional wellbeing is embedded into our curriculum in a variety of ways. Our PSHE curriculum offers opportunities for children to learn about wellbeing through our Jigsaw scheme of work (mindful approach to PSHE) by Jan Lever, which is designed as a whole school approach, providing a scheme of learning for Foundation Stage to Year 6. Jigsaw PSHE brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme. Each half term there is a focus: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me. Each of these themes can be cross referenced to British Values too. The Calm Me session within each lesson enables children to learn techniques to use throughout their life and promotes mental well-being.

We work hard at Redhill to develop children's Spiritual, Moral, Social and Cultural (SMSC) development through our A Valued Me programme, our work on British Values, and our charity and community work. Mindfulness and circle time activities are a regular feature of the children's weekly timetable here at Redhill and we are fortunate enough to welcome many visitors into our school who focus on emotional wellbeing e.g. The Samaritans.

<https://redhill.ttsonline.net/page/smsc>

Through our work on e-safety, children discuss in depth their emotional wellbeing when working online. Every term, children complete a unit of work which revisits how to keep safe when using technology and the ways in which working online can affect our emotional wellbeing. Further information can be found here: <https://redhill.ttsonline.net/page/curriculum-e-safety.aspx>

Physical Education provides another opportunity for discussions around emotional wellbeing. Children are aware of the benefits an active lifestyle can have on emotional wellbeing and they take part in a range of sporting activities to support this. We also complete the daily mile in addition to the two hours of physical activity children receive in their weekly timetabled PE sessions.

For individual pupils who may require further support in this area, the school ensures that all staff members, who are providing any form of therapeutic support for students for social, emotional and mental health are appropriately supported and supervised. This will be ensured by the link with external specialist therapeutic agencies alongside access to school-based specialists.

This academic year, in addition to the work completed with Bedazzled to support children who need support at playtimes, playtimes have been developed further to include two other indoor provisions beyond the pastoral room 'drop-ins'. We have the two classes open; one is primarily for playing games, the other is drawing, reading, storytelling etc. We also offer "soft starts" to the school day for those, who for whatever reason, maybe struggling to come into school in the morning.

Emotional Health and Wellbeing lead members of staff - all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- 8 designated child protection/safeguarding leads – H/T, Claire Whiting and Deputies – Lydia Cartwright, Sam Farmer, Amy Coughlan, Sarah Thorpe, Faye Bailey, Nikki Bell-Ward, Miranda Brisco.

Wellbeing continues to be a high priority across the Academy.

The academy's mental health lead and SENDco is Denise Rock.

Denise Rock holds the DFE's senior Mental Health Lead Professional qualification. She is the School's Emotional Health and Wellbeing Lead, she attends termly continuing professional development led by Future in Mind Telford & Wrekin – launched in 2016 by The Severn Teaching School Alliance, in partnership with Telford and Wrekin Council and Telford and Wrekin Clinical Commissioning Group, to develop such provision in schools. In turn, Denise Rock disseminates much of this training back at school to both teachers and teaching assistants. She attends termly professional development meetings led by 'Future in Mind' T&W. Denise Rock attends termly E20 (Emotional Well-being to Outcomes) meetings– practitioners in T&W share good practice. Denise Rock has termly supervision with the educational psychology services (ELSA supervision). She disseminates all training back to teachers and TAs and facilitates training for other staff members.

The academy has two Mental Health First Aiders who are Faye Bailey (youth) and Denise Rock (youth and adult).

Both Faye and Denise disseminate best practice and develop other staff in supporting pupils with their Mental Health. Faye Bailey speaks to children directly – she is the **Champion Ambassador for Domestic Abuse**. Our catchment area is expanding with a focused need in this area. (LA priority – Domestic Abuse). Our Domestic Abuse Policy created in Summer 2022, has been adopted locally by 'Future In Minds' and ratified by Women's Aid. Faye Bailey is **qualified as a "Grief Recovery Specialist"** certified by the Grief Recovery Institute, assisting pupils who need additional support when bereaved.

We are fortunate to have **two qualified Emotional Literacy Support Assistants (ELSA's)** (Faye Bailey and Denise Rock) in the academy. They offer structured personalised support/surgery for parents and/or signpost parents to agencies (e.g. Beam) in order to upskill them. Sandra Williamson the school nurse responsible for Emotional Wellbeing, has been available for referral which the Academy accesses. ELSAs also disseminate best practice within school and develop other staff in supporting pupils with their Mental Health. Both Faye and Denise, attend termly ELSA supervision delivered by T&W Educational Psychologist Service, keeping staff updated and challenges decision making. As a result, Faye Bailey offers 1-1 or small group sessions for pupils who need support around discussion about their emotions. Both Denise and Faye have allocated non-contact time; one of the members of staff is always available to support needs.

We are incredibly proud of our pastoral room which is designed to be multi-purpose. The provision we offer in the academy is vast:

- 1:1 support/group work is accessed.
- Referrals (wave 3) class teacher identify. Headteacher and Denise Rock then decide the appropriate pathway based on graduated response for SEMH. If referred to the ESLA, the need is ascertained when entry data is gathered, then an assessment at the end of support is completed to show impact.
- It is designed to support a range of needs - sensory area/practical activity area/quiet area.
- Open access to all pupils at lunchtime through a 'drop in' session.
- Playground friends/buddies established but after pandemic bubbles school now working with 'BEDAZLED' to further develop provision e.g. 'Talking Table'. Our TA staff lead this provision with Pastoral Support. <https://www.bedazzle.org.uk/>
- 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.

On our website, there is information to signpost families to T& W Services, and our academy's mental health team, outlining staff and their roles.

Denise Rock is a qualified **Staff Mental Health First Aider** facilitating provision to staff members. The academy buys into Health Assured (online support) which any member of staff can access. <https://www.healthassured.org/> Our staff Mental Health and Wellbeing Policy was created in Autumn 2021 and updated regularly.

Training is continuous at Redhill Primary Academy.

Denise Rock (SENDCo), Lydia Cartwright (DHT), Laura Fance (PSHCE lead), Lisa Williams (CiC Lead) and Faye Bailey (Pastoral Lead) work very closely together.

ELSA training for Faye Bailey and Denise Rock – 6 days annually.

Supervision meetings take place half termly.

Redhill Primary Academy has close involvement with parents. We offer 'drop in' telephone surgery at lunchtimes each week, for those who require ongoing support, regular communication, co-production of referrals etc.