

Redhills Primary School Special Educational Needs and Disabilities (SEND) Local Offer Vision:

Staff at Redhills Primary School encourage everyone to give of their best, to be independent life-long learners, and to be proud of their own and others' achievements.

Aims

- Create a happy, secure and safe environment.
- Foster self-discipline in the children and a responsible attitude towards their behaviour and work.
- Encourage children to achieve their own potential academically, emotionally, socially and physically.
- Deliver a balanced curriculum which supports independent learning, creativity and high achievement.
- View the school as a community in partnership with parents and the wider community it serves.

School Objectives:

Redhills Primary School is dedicated to meeting the individual needs of each child. These inclusive principles are firmly based in the values and philosophy of 'Every Child Matters' which is concerned with the learning, participation, well-being and equal opportunities of all children. The Headteacher, staff and Governors of Redhills Primary aim to work together with parents and carers to provide a broad and balanced curriculum that also meets the individual needs of our pupils.

To achieve this, our children are taught within the New National Curriculum and Early Years Foundation Stage frameworks so that every child is challenged and makes progress. At Redhills Primary School we aim to secure high levels of attainment for each child. We also stress the importance of relationships, personal development and social skills alongside the learning attributes pupils need to become 'life-long learners', skills such as concentration, resilience and perseverance. Each child in our school is unique and valued and we promote the self worth and individuality of each by giving care, recognition, praise, understanding and the opportunities to succeed. Each child is encouraged to grow - in the fullest sense - and develop his or her potential by participating fully, as far as he or she is able, in the life of the school and the local community.

- To promote equal opportunities for all children whatever their gender, background, race or abilities
- To differentiate learning activities and resources to promote access and progress in all aspects of the curriculum
- To identify additional needs early and effect early intervention
- To utilise additional SEN and Pupil Premium funding effectively

- To narrow the gap between the attainment of pupils with special educational needs and non-SEN pupils
- To ensure that children are given effective feedback, the opportunity to have their views heard and to participate in the review of their progress and target setting, e.g. pupil conferencing, pupil questionnaires
- To allocate resources which can be used flexibly to support all children's individual needs
- To put in place programmes of work and interventions (for classes, groups or individuals) which enable all children to make progress
- To help build resilience, independence and perseverance
- To ensure pupil views and interests are incorporated when reviewing progress and setting targets
- To operate a system of assessment, record keeping and regular monitoring of each child's progress
- To provide an inclusion staffing structure with clear lines of responsibility, including a SENCo and named SEND governor
- To ensure ongoing training for staff is provided, as appropriate, with monitoring of learning and teaching by the School Leadership Team
- To find and use effective ways of informing and consulting with all parents and carers about Special Educational Needs and disability and support those parents and carers who have children with Special Educational Needs and / or a disability
- To devise and maintain effective lines of communication between all involved: staff, parents, carers, governors and outside agencies

Meeting Individual Needs

As a mainstream school, Redhills strongly believes in inclusion so that pupils are taught alongside their peers. Through quality first teaching, class teachers and support staff differentiate and personalise the curriculum to meet the range of needs and abilities within each class. Teaching is adapted in many ways to suit the varying needs of individuals and groups within the class, e.g. changing resources: varying the pace of teaching, chunking the lesson into achievable steps, the use of adult support, use of ICT and other access technology etc.

'Quality first teaching' and a broad and balanced curriculum from class teachers is an entitlement for all pupils and effective differentiation enables all pupils to experience feelings of success and achievement. At Redhills we recognise that there are some children who may need extra support to make expected progress so that they achieve in line with their peers, e.g. small group intervention work, additional adult support from teaching assistants or pastoral assistants, 1:1 tuition or additional equipment to achieve their potential. Some pupils also benefit from additional diagnostic assessments to identify areas of strength and difficulty. We have developed and continue to develop a range of expertise, experience and links to other agencies to ensure we meet the learning needs of all pupils.

Access

Our school building is fully accessible to those with physical disabilities including wheelchair access in all parts of the school.

Pupils with Additional Needs

Redhills Primary School promotes inclusion and carefully monitors groups so that all pupils can access all areas of the school curriculum, make at least expected progress and achieve in line with their peers. We cater for pupils with a wide range of additional needs, not just Special Educational Needs (SEN), and this includes gender, minority ethnic and faith groups, Children in Care and Young Carers.

Able Pupils

Pupils with exceptional aptitude and skills in any subject area will find many opportunities to develop these e.g. within their regular lessons (through differentiated work and extension activities), in additional small group work and enrichment opportunities both in and outside of school. Some Gifted and / or Talented pupils may also have a Special Educational Need.

Pupils with English as an Additional Language (EAL)

Pupils with EAL have additional needs but not special educational needs. Pupils whose first language is not English need tailored support to ensure access to the curriculum and also a tailored programme to learn and use the English language. Redhills has dual-language resources and intervention materials for use in school. Some pupils with EAL may also have a special educational need or disability.

Provision for pupils, with disabilities and additional educational needs

At Redhills we look at the educational needs of pupils with disabilities and in liaison with the family and other agencies involved, develop an individualised plan for providing care and education which will allow for the child to achieve their full potential. This will include a personalised curriculum tailored to individual needs, where appropriate, as well as ongoing professional development and training for staff.

Assessment and Monitoring

Each term, class teachers, support staff, parents and the SENCo discuss attainment, progress and provision for each pupil identified as having a Special Educational Need: Parents meet with the class teacher to discuss and agree support and targets which are recorded in a personal plan. For most pupils identified as having a special educational need, this cycle of assessment and provision is effective in meeting their needs to ensure good progress.

Where progress and attainment continues to be lower than expected, despite targeted intervention and support, the school may utilise more specialist diagnostics assessments, draw on support from outreach and / or health professionals or request advice and assessment from Devon Educational

Psychology Service.

Where a child's needs are very complex and require high levels of support, specialist equipment and expertise a pupil may not stay in a mainstream setting. Discussions with parents, the pupil, SENCo and the Local Authority may conclude that a special school or specialist provision attached to a mainstream school would best suit the child's needs.

Funding

Provision for meeting the needs of pupils with special education needs is funded by the school's notional SEN budget. In addition, some pupils access Pupil Premium funding. Pupils with complex special educational needs who have an Education Health and Care plan (EHC plan), previously a Statement of Special Educational Needs, have a personal budget monitored by the Local Authority for additional support to meet identified needs. The Inclusion budget is monitored by the Headteacher, governors and SENCO and resources are allocated according to need.

Staff Expertise

Our teachers, teaching assistants and meal-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Visual impairment, including use of Braille
- Specific medical conditions including asthma, eczema, ADHD, cystic fibrosis, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autistic Spectrum Disorders, including Aspergers
- Speech, language and communication needs, auditory processing
- Parent Support Worker [PSA] dedicated to working with families.
- Emotional difficulties including attachment disorder, bereavement, parental divorce
- Developmental disorders, e.g. fetal alcohol syndrome
- Profound and multiple difficulties including specific genetic disorders, e.g. cerebral palsy
- Specialised feeding e.g. gastric feeding
- Physiotherapy

Facilities / support includes:

- Designated areas for 1:1 or small group support
- SENCo and SEN Administrator
- THRIVE Approach, to support emotional and social development
- 'Balloons' programme for support following bereavement, grief or loss
- Advice, assessment and support from Speech and Language Therapist
- Speech & Language teaching assistant for S&L intervention, including social communication
- SEAL small group work and class (Social and Emotional Aspects of Learning)

Total Communication sign language and Communication in Print

- Access to Ellen Tinkham, Southbrook, WECC Outreach and Hearing Support Team
- iPads/ Learn Pads / access technology
- Range of Literacy and Maths interventions
- Speech and Language teaching assistant
- Specific Learning Difficulties (SpLD) interventions, e.g. STILE, TRUGS, Symwriter
- Fun Fit (fine and gross motor skills)
- Riverside swimming pool used for swimming lessons
- Access to ALL extra-curricular activities and clubs, Art enrichment groups, school visits, residential and peripatetic instrumental tuition
- Paediatric First Aider
- Advice and support from School Nurse: in school every second Tuesday of the month for drop in and appointments for parents
- Medical Room
- Life Skills
- Outdoor Learning
- Use of diagnostic assessments, e.g. Speech Link (S&L), Language Link (language) NFER-Nelson Non-verbal reasoning, subject-specific guidance for teaching children- Dyslexia friendly Burt (Reading), Vernon (Spelling)
- Transition arrangements, planning and support

Who to contact at Redhills Primary School regarding Special Educational Needs

If your child has a disability or a Special Educational Need and you would like more information about what we offer at Redhills Primary School , contact us on 01392 255555 to arrange a visit, visit the school website <http://www.redhillsprimary.devon.sch.uk/> or email us at admin@redhills.devon.sch.uk