

# Special Educational Needs (Information) Regulations

## Clause 65

### Redlands Primary School.

1. The kinds of special educational needs for which provision is made at the school
  - Redlands is a mainstream primary school.
  - At Redlands applications are considered for any child regardless of their ability, disability, behaviour, race or beliefs.
  - We are committed to providing the broad, balanced curriculum to which every child is entitled.
  - Quality first teaching and appropriate differentiation will ensure that all pupils have access to a relevant and appropriate curriculum.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

***“How does the school know if children/young people need extra help?”***

***“What should I do if I think my child may have special educational needs?”<sup>1</sup>***

The school uses a range of methods and sources of evidence to identify pupils with special educational needs.

Concerns about a pupil's progress or ability to access the curriculum may be raised by parents, teachers or the children themselves. Discussions between parents, teachers, the child and the Special Educational Needs Co-ordinator (SENCo) will contribute to an overall picture of a child's needs.

The school uses information from the foundation stage profile, National Curriculum assessments, class teacher's records and observations, as well as a range of standardised tests (e.g. reading and spelling tests).

As well as this, the school works with professionals from outside agencies in order to identify needs and provide appropriate support to children and their families. The school will make referrals to outside agencies where appropriate and following discussion with parents.

If you are concerned that your child may have special educational needs (SEN) please arrange to speak to your child's class teacher or the SENCo, Mrs Holmes.

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<sup>1</sup> Questions from parents contributing to the South East 7 SEN Pathfinder project.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have Education, Health and Care Plans (EHC Plans), including—

(a) How the school evaluates the effectiveness of its provision for such pupils;

- Class teachers continually assess each pupil's progress.
- We measure children's progress in learning against National and age related expectations.
- The Head teacher challenges teachers in relation to progress for all pupils including those with SEN.
- The SENCo tracks the progress of pupils with special educational needs using the school's tracking and assessment procedures. In addition, pre and post intervention assessments are carried out in order to measure the impact of specific programmes.
- There is a governor for SEN.
- The SEN Governor works with the SENCo to monitor the impact of additional support for pupils. The SENCo reports to the governing body regarding the progress and attainment of pupils with SEN.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

***How will both you and I know how my child is doing and how will you help me to support my child's learning?<sup>2</sup>***

- Termly progress reviews undertaken by class teachers with the Head Teacher and Assistant Head Teacher focus on progress and attainment as well as planning for future support and intervention.
- Individual plans are written by class teachers. Targets are set with children; these targets are continually reviewed and updated.
- Class teachers share individual targets with parents and the child and make suggestions as to how parents can support their child at home. A review sheet is sent home each term which includes information about the progress made against previous targets.
- If a pupil has more severe or complex needs they may have an Inclusion Partnership Agreement (IPA), an existing statement of special educational needs or an EHC plan. These are reviewed at a more formal meeting, to which parents, and, where relevant, professionals from outside school are invited. Following the meeting a report is written.
- The school has termly parent teacher meetings and on these occasions parents can also meet with the SENCo. Parents can also arrange a mutually convenient time to meet with teachers or SENCo at any point during the school term should a specific need arise.
- If appropriate a home/school book (boomerang book) may be used to provide additional communication.
- Termly curriculum information is sent home to parents and published on the school's website. In addition, this information may be included on a weekly or daily basis in the home/school book.

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<sup>2</sup> Questions from parents contributing to the South East 7 SEN Pathfinder project.

(c) the school's approach to teaching pupils with special educational needs;

***“How will the school staff support my child?”***

***“How will the curriculum be matched to my child's/young person's needs?”<sup>3</sup>***

- At Redlands, every child has access to good Quality First Teaching. This and appropriate differentiation (matching teaching and learning to the needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum.
- Specific programmes focussing on particular skills may be used for pupils with special educational needs. These are planned by the class teacher in liaison with the SENCo. They are generally delivered by trained teaching assistants under the direction of the class teacher and SENCo.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

- Class teachers use a wide range of methods of differentiation, (e.g. alternative ways of reading and recording work, using modified or additional resources, small group teaching) to ensure that all pupils are able to access the curriculum and make appropriate progress.
- Teaching assistants work under the direction of the SENCo and class teachers; they may support pupils in small groups or individually within lessons or when appropriate they may deliver specific programmes in addition to normal lessons. Teaching assistants may also focus on more than one group so that the class teacher can carry out small group teaching.
- Other teaching staff may take small groups of children for focussed teaching. This is planned according to the needs of the pupils in liaison with year leaders and class teachers.

(e) Additional support for learning that is available to pupils with special educational needs;

***“How is the decision made about the type and how much support my child will receive?”<sup>4</sup>***

- A range of types of support are available for pupils with special educational needs, including the use of specialist resources and equipment.
- Decisions about the type of support offered are made through discussion with teachers, parents, pupils and sometimes other professionals. We endeavour to tailor support to the individual.
- When taking end of Key stage assessments the school can apply for additional support to enable children to access these assessments, for example braille versions of the tests, the use of a scribe, extra time to do the tests. These arrangements vary according to the child's needs and are planned in discussion with teachers, pupils and parents.

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<sup>3</sup> Questions from parents contributing to the South East 7 SEN Pathfinder project.

<sup>4</sup> Questions from parents contributing to the South East 7 SEN Pathfinder project.

(f) *Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;*

***“How will my child be included in activities outside the school classroom including school trips?”<sup>5</sup>***

- A range of extra-curricular activities are available, these change on a termly basis and parents receive a letter explaining what is on offer. We monitor attendance at these clubs and aim for all pupils to access what is on offer.
- In each year group there are day visits to support children’s classwork. When children have additional needs we work with parents to plan for these visits and where necessary we make modifications to ensure accessibility for all children.
- There are also residential visits in years 2, 4 and 6. We work closely with parents and where appropriate outside agencies (e.g. specialist nurse) to plan these visits for pupils with additional needs.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

- We have a trained emotional literacy support assistant (ELSA) who supports pupils either as part of a small group or on a 1:1 basis.

***“What support will there be for my child’s overall well being?”<sup>6</sup>***

- The school has a policy for the administration of medicines. Staff are trained (and regularly updated) in the administration of medicines. If a child requires regular or emergency medication a care plan is drawn up with parents and the school nurse, this is shared with all those who work with the child.  
(This policy can be viewed in full on our website.<sup>7</sup>)
- The school has a policy for intimate care, we are committed to ensuring that all staff with responsibility for the intimate care of pupils carry out their duties in a professional manner whilst treating children with respect and in a way that does not cause distress or embarrassment. We work with parents and outside agencies (e.g. school nurse, specialist teacher advisor) to ensure that arrangements are appropriate for the individual concerned and draw up individual care plans.  
(This policy can be viewed in full on our website).
- The school ensures that each child has at least one trusted adult in whom they are able to confide should they feel the need to do so.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

The SENCo is Mrs Rebecca Holmes, she can be contacted at the school on 01329 234012.

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<sup>5</sup> Questions from parents contributing to the South East 7 SEN Pathfinder project.

<sup>6</sup> Questions from parents contributing to the South East 7 SEN Pathfinder project.

<sup>7</sup> Hard copies of policies are available, on request, from the school office.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- The SENCo is responsible for liaising with and advising other teachers.
- Training and development of staff is integrated into the school improvement plan and in response to the needs of pupils at the school.
- In house and outside agency training is used to develop the knowledge and skills of teachers and teaching assistants.
- The SENCo has completed the mandatory training for SEN Co-ordination (Accredited National Award for SEN).
- All teaching assistants are trained to deliver a range of reading, phonic and spelling interventions.
- Most teachers have had basic training in the use of Makaton, Two members of staff have completed Foundation Training in Makaton.
- One member of staff is a trained emotional literacy support assistant (ELSA)

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

***“How accessible is the school both indoors and outdoors?”<sup>8</sup>***

The school is predominately on one level, which is accessible to wheelchair users. There is one first floor room which does not have wheel chair access; this room is principally used as a meeting space for adults

The school has an accessible toilet and a shower.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

***“How are parents involved in the school?”***

***“Who can I contact for further information?”<sup>9</sup>***

- At Redlands we actively promote a culture of co-operation with all parents in order to enable each child to reach their potential. In the case of pupils with SEN the school works closely with parents so that they can play an active and valued role in their child’s education, have knowledge of their child’s entitlement, make their views known about how their child is educated, have access to information, advice and support. This includes sign posting parents to other organisations and agencies that may support them.
- Parent teacher meetings are held each term, if these are not at a convenient time parents are able to request an appointment at another time. The SENCo is also available at these meetings.
- Parent workshops, open mornings and other events are held regularly and parents are encouraged to attend these.

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<sup>8</sup> Questions from parents contributing to the South East 7 SEN Pathfinder project.

<sup>9</sup> Questions from parents contributing to the South East 7 SEN Pathfinder project.

- Parents are always welcome to discuss their child with staff at school and appointments can be made via the office.
- If professionals from outside school come to see your child, you will be informed in advance and invited to meet with them and school staff.

8.The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- We are a Rights Respecting school and encourage all children to express their views on all aspects of school life.
- Children with SEN talk about their progress and their targets with their class teacher.
- If your child has an IPA, a statement of SEN or an EHC plan their views will form part of the review meeting and the written report.

9.Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

- In the first instance any concerns should be directed to the child's class teacher.
- Parents may also wish to speak to the SENCo (Mrs Holmes), or another senior member of staff.
- The school has a complaints policy, which can be viewed on the school's website<sup>10</sup>.

10.How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The school works with a wide range of professionals and organisations to support children and their families:

- Child and Adolescent Mental Health Service (CAHMS)
- Children's Services
- Community Paediatricians
- Fareham Early Help Hub
- Hampshire Educational Psychology Service (HEPS)
- Heathfield Special School –Outreach
- Paediatric therapy services (Occupational therapy, Physiotherapy, Speech and Language therapy)
- Primary Behaviour support Team
- School nursing team
- Southern Domestic Abuse Service (SDAS)
- Specialist teacher advisory service- communication and language, visual impairment, hearing impairment, physical disabilities)

This is not an exhaustive list.

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<sup>10</sup> Hard copies of policies are available, on request, from the school office.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

- Parents can access independent support through Support4SEND (previously known as Parent Partnership). They can be contacted on 01962 845870.
- If parents wish to arrange a visit to the school they should contact the school office and arrange to see the head teacher, Mr Harcombe.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

***“How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?”<sup>11</sup>***

- At Redlands we work closely with pre-schools, secondary schools and other agencies to ensure that pupils with SEN are supported in their transition between different settings and phases in their education.
- We work with parents, settings and pupils to produce and implement transition plans and where necessary draw up Inclusion Partnership Agreements.

13. Information on where the local authority's local offer is published.

The Hampshire Local Offer can be found by following the link below

[http://www.hantslocaloffer.info/en/Main\\_Page](http://www.hantslocaloffer.info/en/Main_Page)

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<sup>11</sup> Questions from parents contributing to the South East 7 SEN Pathfinder project.