

## **Special Educational Needs and Disabilities: an overview**

The Children and Families Act, which became law in September 2014, will result in changes to the way you and your child receive support from your local council, health and social care services and your child's nursery, school or college:

### **Statements of Special Educational Needs and Learning Difficulty Assessments**

These are being replaced with a single **Education, Health and Care (EHC) plan** for children and young people with complex needs; this will place much more emphasis on personal goals and will describe the support your child will receive while they are in education or training. The plan will: replace the need for multiple documents from different organisations; ensure that all the information about the child or young person is in the same place; ensure that all the professionals involved are fully aware of all the child's needs; and ensure they plan together for how to meet them. The EHC plan template for Central Bedfordshire can be found at

<http://www.centralbedfordshire.gov.uk/learning/local-offer/education/default.aspx>

If your child has an EHC plan, you may receive a personal budget to give you more control over certain aspects of the support you and your child receive. The amount you could be given, and how it can be spent, is something that you would agree with your council. Details of eligibility for personal budgets will be available from the Local Authority upon request.

Statements currently in existence will be converted to EHC plans over the next three years. This will usually be at transition points (for example when the child or young person changes educational provider), but you can request a conversion earlier if you wish.

### **School Action and School Action Plus**

For children with less complex needs but who still require help, a new system called Special Educational Needs (SEN) support is replacing School Action and School Action Plus (and the equivalent in nurseries). It will also be available in colleges.

All students are entitled to good quality teaching, differentiated according to their needs. For students in Central Bedfordshire for whom there is deemed to be an additional need, there will continue to be a graduated response. This will be similar to School Action and School Action Plus but will be called stage 1 and stage 2, with stage 3 being the trigger for statutory assessment for an EHC plan.

The graduated response guidance is being drafted at the moment in the light of national guidance and will be available from October 2014 at <http://www.centralbedfordshire.gov.uk/learning/local-offer/education/default.aspx>

In the meantime, you can see the current guidance with regard to SA and SA+ at [http://www.centralbedfordshire.gov.uk/Images/Guidance\\_on\\_SEN\\_tcm6-34405.pdf](http://www.centralbedfordshire.gov.uk/Images/Guidance_on_SEN_tcm6-34405.pdf) or for early years at [http://www.centralbedfordshire.gov.uk/Images/SEN\\_Early\\_Years\\_tcm6-34407.pdf](http://www.centralbedfordshire.gov.uk/Images/SEN_Early_Years_tcm6-34407.pdf)

## Redborne Upper School – SEND Information

*What do the changes mean for children who attend Redborne Upper School?*

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Contact is best made by email in the first instance as we may be teaching and not able to answer calls as quickly as we are able to respond to emails.

### **Overview of Redborne Upper School**

Redborne is a very successful 13-18 Upper School of over 1500 students, more than 400 of whom are in the Sixth Form. We were graded as “outstanding” in our most recent OFSTED inspection and have been designated a Leadership Development School by The National College and a Leading Edge School.

In April 2011, we were granted Academy Status by the government and as such are now an independent but state funded school.

We are proud of our academic record, our extensive extra-curricular work, our community links and our excellent pastoral system.

We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals to ensure that all children receive the support they need to do well at school.

Redborne has a Learning Support Centre where a range of interventions take place, with students withdrawing from some mainstream lessons for these to be accommodated. The majority of support at Redborne Upper School, however, takes place in the classroom. Examples of some of our intervention programmes available currently can be found below.

The following procedures and practices are common place at Redborne Upper School in relation to Special Educational Needs and Disabilities (SEND).

Identifying pupils with SEND	<ul style="list-style-type: none"><li>• Good transition arrangements to ensure early identification</li><li>• Teacher and parent concerns about a pupil’s progress are shared and interventions identified from discussions and observations</li><li>• Whole school data analysed from formal and informal assessment</li><li>• Communication with parents to ensure a coordinated</li></ul>
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	<p>plan produced between school and parents through co-production</p>
<p>Consulting parents and children with SEND and involving them in their education.</p>	<ul style="list-style-type: none"> <li>• Regular contact with SENCo available through drop in sessions</li> <li>• Annual review meetings</li> <li>• Parent consultation evenings</li> <li>• IEP (Individual Education Plan) reports alongside whole school progress reporting systems. This outlines progress related specifically to need so that targets can be set based on strengths and weaknesses at the time.</li> <li>• Home/school communication via home/school books or email as appropriate</li> </ul>
<p>Assessing and reviewing pupils' progress</p>	<ul style="list-style-type: none"> <li>• Tracking progress in pupils' reading and spelling ages</li> <li>• Tracking pupil progress against what was achieved previously and what students are expected to achieve in the future</li> <li>• IEP targets set and reviewed twice yearly with additional full school report and half termly progress checks</li> <li>• IEP targets discussed at parents' evening if appropriate</li> <li>• Review of Statements and/or Education Health Care Plans</li> </ul>
<p>Supporting children with SEND in moving between phases of education and in preparing for adulthood</p>	<ul style="list-style-type: none"> <li>• Meetings with middle school SENCos</li> <li>• Up to 4 transition days throughout year 8 starting in November</li> <li>• SENCo involvement in Annual Reviews from year 7</li> <li>• SENCo visits to middle schools and TA visits to students who may need additional transition support</li> <li>• TAs work on building independence in preparation for further education and employment</li> <li>• Students to receive careers advice when choosing GCSE subjects. Meetings between the SENCo, the young person and the parents to be arranged to ensure the right pathways are being followed if necessary</li> </ul>
<p>Teaching children with SEND</p>	<ul style="list-style-type: none"> <li>• Teachers are fully informed of all pupils' needs and regular information updates are provided</li> <li>• Classwork and homework differentiated to allow pupils to work at their level and succeed in their learning</li> <li>• Small Learning Support classes for boosting literacy, numeracy, organisation and social skills designed to raise students' self confidence and self esteem about learning</li> <li>• An expectation that staff implement strategies for all children as advised by SENCo</li> </ul>
<p>Adaptations to the curriculum and learning environment for children with SEND</p>	<ul style="list-style-type: none"> <li>• Differentiated work and resources in class</li> <li>• 1-1 and small group boosters provided outside of lessons These include mainly IT software programmes to promote independent learning; <a href="http://www.spellzone.com">www.spellzone.com</a>, Lexia,</li> </ul>

	<p><a href="http://www.typeonline.co.uk">www.typeonline.co.uk</a>, <a href="http://www.spreader.com">www.spreader.com</a></p> <ul style="list-style-type: none"> <li>• Additional resources provided to meet specific needs</li> <li>• School environment adapted to meet accessibility needs e.g ramps and stair lifts for children with physical disabilities</li> <li>• Variety of Entry level courses for students performing below GCSE level; <ul style="list-style-type: none"> <li>○ Crest Award (Science)</li> <li>○ Edexcel ICT Skills for Life</li> <li>○ Number and Measure</li> <li>○ Entry Level English</li> <li>○ Horticulture/Agriculture</li> </ul> </li> </ul>
Expertise and staff training to support pupils with SEND	<ul style="list-style-type: none"> <li>• Regular training for both Teachers and Teaching Assistants from specialist teachers linked to autism, sensory and physical impairments, speech and language difficulties, downs syndrome etc</li> <li>• SENCo and TA meetings with a variety of outside agencies</li> <li>• Specialist TAs secured through experience and training in specific areas, e.g speech and language, autism</li> <li>• Support from Local Authority (LA) specialists</li> </ul>
Evaluating the effectiveness of the provision made for children with SEND	<ul style="list-style-type: none"> <li>• SENCo and line manager have regular meetings, reviewing data and interventions</li> <li>• Regular department meetings</li> <li>• TA observations by SENCo</li> <li>• SLT Learning Walks across the school</li> </ul>
How pupils with SEN are engaged in activities with those without SEND	<ul style="list-style-type: none"> <li>• Differentiated work and resources allow pupils to be involved in whole class activities</li> <li>• Subjects other than English, Maths and Science are taught in mixed ability classes and in tutor group classes providing inclusive classroom settings</li> <li>• Use of specialist equipment and resources to allow full integration</li> <li>• Appropriate seating plans</li> </ul>
Support for improving social and emotional development	<ul style="list-style-type: none"> <li>• Key worker scheme (regular mentoring with an assigned TA)</li> <li>• Personal Wellbeing curriculum</li> <li>• LS Football team</li> <li>• Lunch club with conversational skills</li> <li>• Extra-curricular activities</li> <li>• Time out or Spectrum pass if needed. The Spectrum is a chill out area designed to accommodate students with short term or long term emotional needs. It is a place of calm that can be accessed at particularly difficult times</li> </ul>
How the school involves outside agencies	<ul style="list-style-type: none"> <li>• Referral forms/EHA (Early Help Assessment) forms (A referral form designed to outline difficulties that a central board can advise on appropriate interventions)</li> </ul>

	<ul style="list-style-type: none"><li>• Education Psychology involvement if necessary</li><li>• Links to local Special Schools and Alternative Curriculum Provision for students at risk of exclusion or for those whom standard educational provision may not suit</li><li>• Advice sought through correspondence with specialist teachers</li><li>• Meetings with Local Authority specialists who can advise on ways to support young people with a variety of learning, sensory and physical needs</li><li>• Teacher/TA training</li><li>• Pupil 1-1 work with outside agencies</li></ul>
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### **Complaints**

- If, after consultation with the SENCo, you wish to make a complaint regarding SEND provision, please refer to and follow the Complaints Policy found in the policy section under school information on the school website.