

SEND Support at Redborne

Year 9 Parents/Carers Information

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Overview of SEND Support

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What is the SEND Register

The SEND (Special Educational Needs and Disability) register is an internal school record that lists students who need additional help compared to their peers.

Further information about children with special educational needs and disabilities can be found [here](#)



Why is my child on the SEND Register

Due to a combination of the below:

- Pupils were previously on the SEND register at their previous school, and continue to need additional provision and support.
- The school has identified your child as needing some level of special educational provision, beyond what is available through standard teaching.
- Have identified barriers to their learning which need consideration from school staff.

Being on the SEN register is not the same as having a formal diagnosis; it signifies the need for additional educational support.



SEND Register

Pupils are placed on the SEND register so that we can:

- Have additional monitoring of their progress.
- To make staff aware of their specific difficulties and need for support via a SEND support plan.
- To enable staff members to best support them in the classroom,
- Increase of interventions and supportive mechanisms.
- Allow for other bespoke support where the need for this is evidenced,
- Have increased opportunities for communication with parents.
- Review progress through the use of Assess, Plan, Do, Review (APDR) plans.



Graduated response

At Redborne we use a graduated response so that colleagues can put in place supportive measures where the need arises.

The support in place should be identified to reduce certain barriers to accessing their education.

The different waves of this approach enable colleagues to discuss how best to support the young people we work with.



Graduated response - Waves

0	Universal in class support	• Quality first teaching • Building relationships, • Academic support.
1	Early action: in class support	• Additional monitoring due to known barriers that affect learning, • Tailored support from class teachers/subject areas. Often short term support.
2	Early action: multiple areas coordinated in-class support	• Additional pastoral support may be needed, • Barriers may be identified and supported across multiple subject areas. Often short term support.
3	Targeted support SEND register	• Pupils are added to the SEND register, • Additional targeted support will be in place to support barriers to learning, often longer term provision. • APDR process completed and reported termly.
4	EHCP statutory support SEND register	• Pupils will have an EHCP, • Increased levels of support, • Statutory support is in place.



SEN Support - Wave structure

Our structure for whole school support is based on waves:

- SEND Notes - not technically on a 'wave' but information on how to support pupils is shared with staff via their SEND plan. The subject teacher is responsible for meeting the needs of these pupils.
- Wave 3 - Pupils are on the SEND register and will require ongoing and additional support directly from the SEND team. The subject teacher will still support these pupils.
- Wave 4 - Pupils who have an EHCP and gain the top up funding and support as specified by their EHC plan. The subject teacher will still support these pupils.



Teaching & Learning

Teachers are the primary support mechanism.

Each pupil with identified SEND has a SEND Plan on our online platform 'Edvantage'. This online platform will share advice with staff on how best to support these pupils.

We try to work with pupils as individuals rather than 'need' based.



SEND Plans

How did we get this SEND info?

- Shared from previous schools.
- In communication with parents/carers.
- Identifying barriers across the school.
- Shared from pupils themselves.

Opportunities to contribute towards SEND plans:

Each term there will be an opportunity for parents/carers to review the SEND plan with their child and report any needed amendments so these can be circulated.



SEND Plans - Edvantage

On our school information portal, Edvantage, relevant pupil information is available to all staff who work with pupils.

This helps colleagues to see:

- Important SEND based information.
- How best to work with the young person to support their needs.
- Any identified need for access arrangements (where appropriate).
- Pastoral based information.
- Information relevant to the individual.



SEND Plans - Access Arrangements

Access Arrangements on SEND plans:

- The access arrangements you can see on your child's SEND plan, can be seen by their class teachers.
- These arrangements should be in place for in class assessments (where appropriate) and mock/official exams.
- Some arrangements are being monitored and will not be officially in place until sufficient evidence is collated.



SEND Plans - Interventions

Some interventions are shown on SEND plans.

Not all interventions/support mechanisms are shown on the SEND plans.

But it should give a good indication of elements of the targeted support in place for your child, along with an explanation of what this will include.



Communication

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SEND Support - Communications

We aim to report to parents/carers through different means which could include:

- Parents' evenings.
- Termly APDR reports.
- Emails to inform parents/carers of important information.
- Or a combination of the above.



Contacting the SEND Support Team

- When contacting the SEND support team please use the following email address:
- send@redborne.com

Please be aware that due to the volume of emails our wait time for responses is 5-10 working days.



Communication with School

What to do if I have a question/concern?

Speak to the form tutor or class teacher in the first instance. As the form tutor will see them daily they may be best placed to answer questions.

If the question is in relation to a specific subject then please contact the subject teacher.



APDR Plans

An APDR report will be available termly.

Alongside sending these reports we will share your child's current SEND plan. Please use this as an opportunity to inform the school of any updates or amendments that should be included in the SEND information.

In the APDR report you will see the progress made in each of the targeted intervention/support mechanisms.



Key Communication Events for the Year

- Year 9 tutor parents' evening - Thursday 1st October.
- APDR Report autumn term - December.
- Year 9 GCSE options evening - Wednesday 3rd February.
- Year 9 parents' evening (core subjects & SEND) - Tuesday 23rd March,
- APDR Report spring term - March.
- APDR Report summer term - July.



Support Mechanisms

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SEN Support - Diagnosis

A diagnosis is not a guarantee of certain arrangements or levels of support.

We aim to base our support around the individual and what they need now to support them making progress. This will only be in place where there is a significant need above that which can be met by the class teacher.



SEN Support - Diagnosis

Staff members will be made aware of any relevant diagnosis and are regularly given training on how best to work with pupils with related difficulties. This will be through our online platform.

A diagnosis on its own may not necessarily entitle a pupil to certain access arrangements. These are based on level of need, which is demonstrated and evidenced through a variety of means.



How will my child be supported?

All support is in place to develop the independence of our pupils to move towards GCSE level and post 16 education (and beyond).

There are many layers of support that may be in place. Including what the teachers do within the classroom, the support of the pastoral system and targeted support.



Teaching assistant support

We have the pleasure of having a competent and enthusiastic team of teaching assistants (TAs).

TAs are predominantly allocated to work in the core subjects (English, maths and science).

TA support is targeted for pupils with the most complex needs in order to help reduce some of the barriers to these identified pupils from accessing their learning.

We aim to have the TA supporting a small number of pupils in any lesson, to aid their progress and development.



Examples of targeted SEN Support - for specified pupils

*this support may not be available / appropriate for all

- Key worker programme.*
- Study club – supported revision & study support after school.*
- Teaching assistant support in core subjects.*
- Interventions – for supporting development in the curriculum.*
- Use of our regulation room (room 58).*
- LS Football club.*



Examples of targeted SEN Support - for specified pupils

*this support may not be available / suitable for all

- Learning Support lessons (Year 9) for selected pupils – additional literacy & numeracy.*
- Learning Support lessons (Years 10-11) as a GCSE option – additional qualifications and support.*
- Reading interventions.*
- Access to supported club at social times – LS break & lunch club.*



Examples of targeted SEN Support - for specified pupils

*this support may not be available / suitable for all

Further interventions are available to specified pupils which could include, but are not limited to:

- Emotional wellbeing support.*
- Appropriate provisions.*
- Understanding neurodivergence.*
- Further interventions and support.*
dependent upon pupil need.*



SEND Support - Planning in process

Not all interventions or additional support will be in place from the start of September.

We need to assess need and best use of our resources to ensure that this has the desired impact.



Meet the SEND & Pastoral Team

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Pastoral and Support Teams



Mr. Rance
Head of Year



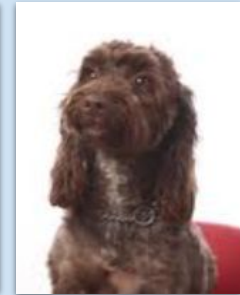
Miss K Tarrant
*Assistant
Head of Year*



Mrs. Wheeler
*Designated
Safeguarding
Lead*



Mrs. Smith
*Deputy Designated
Safeguarding Lead*



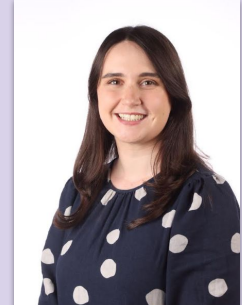
Gia
Therapy Dog



Miss Grove
*Pupil Premium
Support Officer*



Mrs Wowczynya
*Inclusion Support
Officer*



Mrs Runswick
*Young Carers
Coordinator*

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Key Staff - Learning Support Team



Miss T Baskerville
Access
Arrangements
Coordinator and
Centre Assessor



Miss L Lopez
Deputy SENDCo



Mrs S Baker
SEND
Administrator



Mr B
Middleton
SENDCo

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Key Staff - Learning Support Team



Miss H Hill
SEND Tutor



Miss N Davis
SEND
Teacher



Mr E
Corvesor
SEND Tutor



Miss J Reeves
SEND Tutor

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Key Staff - Learning Support Team



Mr G Hodges
Learning
Mentor:
Neurodiverse
Intervention
Lead



Mrs L Haxell
Learning
Mentor:
Neurodiverse
Inclusion Lead



Ms S
Wowczynna
Inclusion
Support
Officer



Mr K Wilding
HLTA

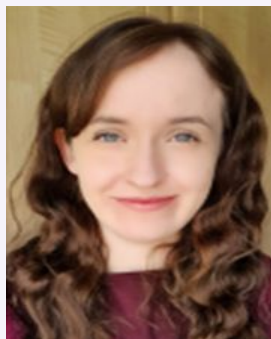
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Key Staff - Learning Support Team



Mrs S
McDermott
TA



Miss R
Smith
TA



Mr J Fake
TA



Ms C
Knight
TA



Mrs K
Carpenter
TA

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Key Staff - Learning Support Team



Mrs M
Anderson
TA



Ms L Haynes
TA



Ms L Cooper
TA



Mrs K Collins
TA

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Key Staff - Learning Support Team



Miss S Kaijuka
TA



Mrs L Keith
TA



Mrs F Obembe
TA



Mrs S Sanghera
TA

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<u>Job Role</u>	<u>Main Responsibilities</u>
SENDCo & Deputy SENDCo	Coordinating the provision in school and overseeing support mechanisms. Reviewing systems and implementing improvements.
SEND Administrator	Supporting admin for the department, communication of interventions/support and supporting implementation of school wide SEND systems.
Assistant Exams Officer	Access arrangements - testing, reviewing evidence and putting arrangements and exams in place.
Teacher of SEND	Providing additional teaching to identified pupils. Supporting reading development in the school and supporting the tutoring team.



<u>Job Role</u>	<u>Main Responsibilities</u>
Learning Mentor: Neurodiverse Lead	Overseeing support of those with neurodiversity. Being a main point of contact and running interventions for identified pupils.
SEND Tutor	Working closely with core subject staff to plan and run targeted English and maths interventions.
HLTA	Running interventions, close support of identified pupils and supporting in the classroom.
Inclusion Support Officer	SEMH lead in the department, supporting pupils well-being through targeted interventions.
Teaching Assistant (TA)	Running interventions, key worker for pupils and supporting in the classroom.



Access Arrangements

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Access arrangements

Some pupils need to have specific access arrangements in place.

These arrangements will be in place for examinations, and where appropriate, in class assessments.

These arrangements can only be put in place if it can be proven that a pupil would otherwise be disadvantaged.



Access arrangements

Having arrangements previously in place or a diagnosis does not specify that an arrangement will automatically be in place.

We need to follow strict JCQ guidelines around these arrangements.



Access arrangements

To put an access arrangement in place, we would need to show that:

- There is a difficulty which the pupil needs and would otherwise be disadvantaged without.
- This is an ongoing difficulty for them.
- The arrangement is their 'normal way of working' and that there is sufficient evidence of this.
- Meets the thresholds according to regulations - which could include further in school testing.



Useful Information

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School Expectations

On the following two slides are graphics that outline our school code of conduct and expectations regarding being ready to learn.

Please can you ensure that your child is aware of these and why they are important.



Code of Conduct



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Complete all work to the best of your ability
Without distracting others



Responsibility

Arrive on time to all lessons
With the correct uniform, equipment and attitude to learning



Respect

Listen to the member of staff and other students
Following all instructions without questions or answering back

Readiness to Learn/ Skills to Succeed

Responsibility



- Arrive on time
- Bring the equipment needed for the lesson
- Complete independent work in & out of class
- Ask for help when you need it
- Don't give up, even when it's hard



Respect

- Listen carefully to everyone
- Show care for how others feel
- Respect others' opinions and views, challenging them politely and constructively

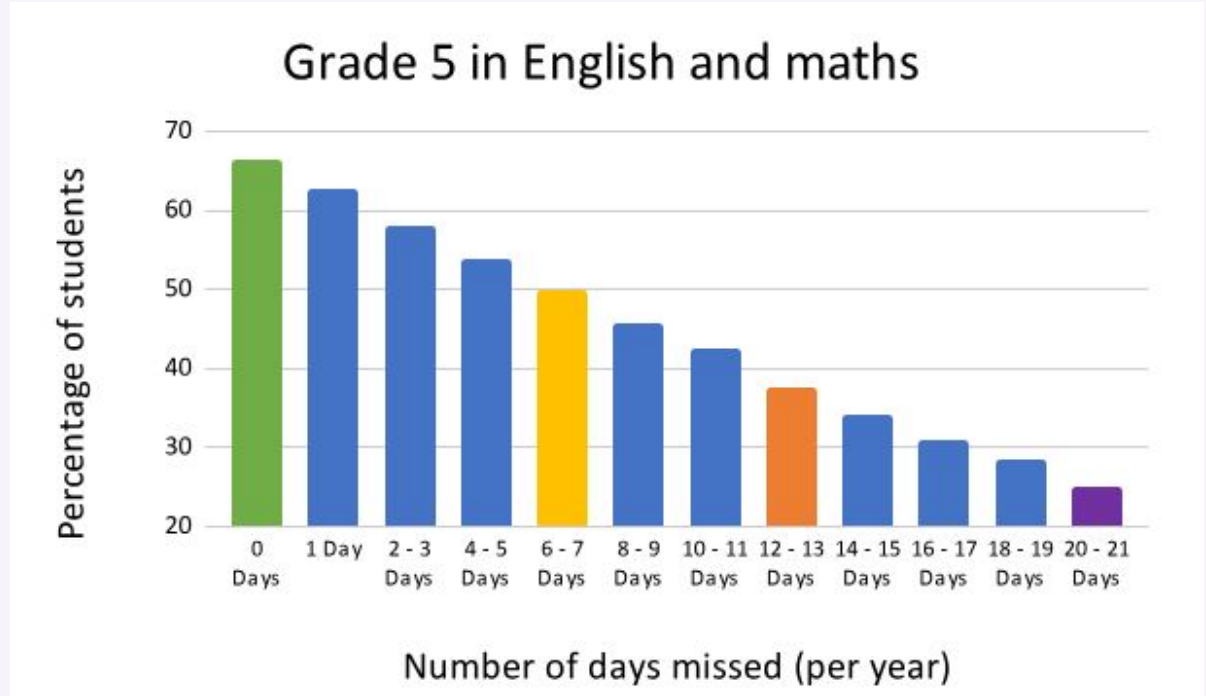
Aspiration

- Remember and apply things learned in previous lessons
- Work at an appropriate speed and with accuracy
- Make changes when given advice on how to improve
- Think about your own learning
- Be able to work out what questions mean and how to answer them
- Provide evidence to justify statements
- Be able to interpret a set of instructions to create things that are original



Importance of Attendance

National data is very clear about the link between good attendance and good outcomes and our own internal data supports this. Students who are absent for more than 12 days a year perform significantly worse than those who do not, decreasing their chances of obtaining a Grade 5 in English and Maths by 28%, as shown in this graph:



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MHST Padlets

Mental Health Support Services (MHST) have created these very useful padlets with useful information, guidance and courses that may be of use:

[Parent padlet](#)

[Children and young people padlet](#)



Local Offer

[Central Bedfordshire SEND Local Offer](#)

[Bedford Borough SEND Local Offer](#)

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