



Rednock School
Quality, Partnership, Success

EVERY STUDENT MATTERS.

Special Educational Needs –our philosophy:

Every teacher at Rednock is committed to supporting students with special educational needs (SEND) and is able to meet the needs of students with physical, learning and/or social difficulties. We also have a team of dedicated support staff who work closely with teachers in order to help students to fully access the curriculum while enabling them to remain as independent as possible. For those students who require additional support to help them make progress we offer personalised, tailored programmes of intervention.

Students with SEND are identified in a number of ways: through parental concern, by feeder primary schools, through diagnostic testing* and through academic reviews. The SENDCo reviews the progress of each SEND student following each reporting cycle and these take place four times per year; where necessary, conversations take place with parents, tutors and teachers so that appropriate support and interventions can be implemented as necessary. The support of specialists outside of school such as Educational Psychologists and the Advisory Teacher Service help us to investigate a student's individual needs and pursue a course of action to improve their quality of learning.

Rednock School is fully accessible to students with a physical disability. We welcome these students, whose inclusion enhance the experience of all, and help to change qualities of tolerance and understanding and recognition of the value and the uniqueness of every individual.

***Diagnostic testing allows us to compare how students are performing against peers of the same age nationally.**

The Special Educational Needs Coordinator is

Mrs Gemma Birt.

Provision for students with SEND:

Rednock School is a school at the heart of its local community; dedicated to providing a quality, caring education for every child irrespective of ability or social status. We are situated in a large, open building with fantastic facilities. We are accessible to wheelchair users and we have a lift that offers access to the first and second floors. We also have two access toilets on every floor and a suite of rooms within the SEND department.

We currently have a team of 11 Teaching Assistants (TAs) who support students with Education, Health & Care Plans (EHCPs). They support students in class and have access to a programme of continuing professional development which has included, during the last year, cerebral palsy, hearing impairments, vision impairments and behaviour management. TAs are deployed across the school, key stages and subject areas but are matched to their subject strengths where possible. While TAs are attached to students with EHCPs they are there to support the quality first teaching of the class teacher so that all students benefit.

In addition, we also have a team of four literacy and numeracy TAs/Teachers who work with students with SEND and/or those students who are not making the required progress in 1:1 or small group situations. A range of data is used to identify these students and interventions run for six weeks. Students are assessed following the completion of the programme in order to determine whether further support is required; if students have made the required progress they will be removed from the SEND list and their additional provision will be removed. Parents are informed at the beginning and end of each intervention cycle by letter. Intervention programmes include reading, spelling, sound training, social skills and anger management; we are presently looking to train one of our TAs to deliver a speech & language programme to our students who have speech, language & communication difficulties (SLCN).

We are able to offer a more personalised Key Stage 4 programme for those students who are unable to manage the full allocation of GCSEs due to medical needs for example. We also currently offer a Pathway 3 option (two option subjects instead of four) which enables students with literacy and numeracy difficulties to attend Stroud College once a week in order to complete a BTEC course in a more practical subject.

'The Link' is situated on the ground floor of the building and is managed by Mrs Kath Clements (Student Development Manager). It supports students with emotional, social and behavioural difficulties and those students who are vulnerable. Each student is provided with a personalised support package that is tailored to meet their specific needs and is reviewed regularly.

A homework/ELO (Extended Learning Opportunity) lunch club runs each lunch to support students with their ELO projects and is supervised by a qualified TA. There is also a supervised break and lunch club available for our more vulnerable students.

We assess SEND students towards the end of Year 9 for access arrangements. If the students meet the criteria they may be entitled to one or more of the following arrangements: a reader, a scribe, extra time, a word processor, a prompter, rest breaks.

The SEND team have a wealth of experience and qualifications including:

Psychometric testing & access arrangements (CCET & AAC) (these tests cover a range of skills including reading, spelling, comprehension, visual perception etc.)

Psychodynamic counselling (supporting children with current issues that may impact on their wellbeing).

Teaching English as a Foreign Language (TEFL) (strategies to support children whose first language is not English).

Safeguarding

Manual Handling & Infection Control (supporting the movement of children with physical disabilities safely and managing the risk of infection with personal care).

Behaviour Management (dealing with low level disruption and using assertive discipline).

Sound Training for Reading (a package we have bought in that trains students to recognise the individual sounds within words).

Identifying SEN:

We ensure that we have comprehensive details about our students and their specific needs. We do this by liaising closely with parents and our feeder primary schools during which time documented, bespoke strategies are created and recorded.

During Year 6 students will attend a transition day; but additional, personalised transition packages are also implemented by the SENDCo and Transition TA for students with SEND. This ensures a positive and stress-free start to Year 7.

At the start of Year 7 students are assessed in English and Maths so that accurate starting points can be ascertained and we also administer reading, spelling and cognitive ability tests (CATs) in order to identify students who will benefit from additional intervention programmes (e.g. reading, spelling and Sound Training).

Assessing students:

All Year 7 students are assessed on entry:

- Reading comprehension test;
- Single word spelling test;
- Cognitive Ability Tests (CATs);
- Baseline tests in English & Maths.

In addition we can assess students for:

- Dyslexic tendencies;
- Memory & learning inc. working memory;
- Visual stress;
- Dyscalculia;
- Dyspraxia.

Working with a range of external agencies:

The provision we offer is supported by a variety of outside agencies. We work together closely and regularly liaise regarding the support in place for our students. The outside agencies include:

The Advisory Teacher Service for the hearing impaired, vision impaired and those students with cognition and learning difficulties, communication and interaction difficulties and physical difficulties.

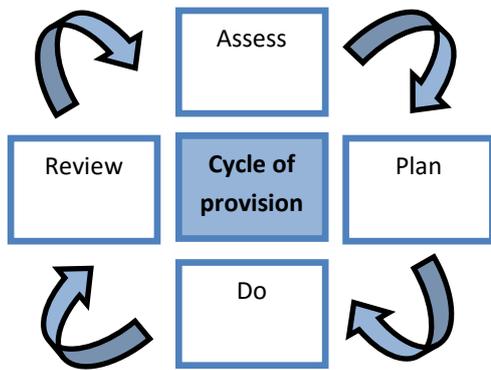
The Educational Psychology Service & the Speech & Language Team.

Occupational Therapy and Physiotherapy.

Children & Young Peoples' Services (CYPS).

The school nurse & school counsellor.

Prospects (careers advice).



Assessing & reviewing the progress of our students:

We review the progress of our students regularly and assessment of reading and spelling skills helps us to do this. When students make progress we remove them from the SEND list. If students require support to catch up with their peers or because they have an identified special educational need we follow the assess, plan, do, review cycle as outlined in the new Code of Practice. It is important to note that if a student is not progressing at the same rate as their peers it does not necessarily indicate a special educational need.

Parents / carers are informed of any intervention, outcomes and next steps. This takes place at the 'assess' and 'review' stages of the cycle.

Communication:

Students with an EHCP have individual student profiles which outline their key data, strengths, difficulties and successful support strategies. Students who are coded as Student Support (previously school action plus and school action) are attached to group profiles. These are discussed with students and are updated three times a year.

Progress reports are sent out in terms 1, 2, 4 and 6 and they show current levels (predicted grades for KS4), progress and behaviour. Parents can meet their child's teachers at parent communication meetings (PCM).

Tutors are the main points of contact but the SENDCo can also be contacted via telephone or email.

Students with an EHCP have a key worker (TA) and there will be regular feedback and communication regarding the support in place. Keyworkers establish contact at the start of the year and check in with them at regular intervals. The aim is to ensure the student is supported and to encourage them to find their own solutions to any difficulties they may be having in order to promote greater independence.

Contact us:

If you would like to contact the SENDCo you can reach her by:



Telephone: 01453 543 618

Email: gemma.birt@rednockschool.org

Additional information:

- **www.rednockschool.org.uk** for the SEND provision map, the SEND policy, the Accessibility policy and the school prospectus.
- **www.glospps.org.uk** for Parent Partnership.
- **www.gloucestershire.gov.uk/** **localoffer** for Gloucestershire's local offer.

Glossary:

AR – annual review

ASD – autistic spectrum

ATS – advisory teacher service

CAF – common assessment framework

CLA – Children Looked After

EHCP—education, health & care plan

EP – educational psychologist

HI – hearing impairment

IBP—individual behaviour plan

MLD – moderate learning difficulties

PCM—parent communication meeting

PD – physical disability

PEEP – personal emergency evacuation plan, e.g. for fire drills

PSP – personal support plan

SEMH - social, mental and emotional health

SpLD – specific learning difficulties, e.g. dyslexia

SLCN - speech, language and communication difficulties

TA – teaching assistant

VI – visual impairment