

SEN Information Report



Duration covered by Report:	September 2022 - September 2023
Report Review:	Ongoing as needed
Lead member of Staff:	S Lunn

SEN Information Report

1. What type of school is Redbridge Community School, what special educational needs (SEN) do we cater for and are there eligibility criteria?

Redbridge Community School (RCS) is a mainstream secondary school committed to raising aspirations and the life chances of every student by providing first class learning opportunities. The school community recognises and celebrates students of all abilities. Relationships between all are based on mutual respect. The school is ambitious in delivering learning excellence for all within its community. This is reflected in our school motto - *Aspire, Respect, Opportunity, Excellence.*

RCS strives to support the four broad areas of need as outlined in the SEN Code of Practice (2014). These are:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Physical and Sensory

RCS includes a specialist resource provision for Southampton for hearing impaired students and an Autism resource provision - The Beacon.

Southampton City Council is the admissions authority for RCS. Further information can be found on the [school website - Redbridge School Admissions Policy](#).

2. How does Redbridge Community School know if my child needs extra support and what do I do if I think my child has special educational needs?

A student may be identified as having SEN at any stage of their education. This may result in a short or long term need requiring a specific intervention. Identification of your child's SEN comes from a number of sources:

- Observations by school staff
- Liaison with other schools to discuss previously identified needs
- Screening tests for reading, spelling and sometimes numeracy
- Parental concerns
- Student concerns
- Staff concerns
- Liaison with external agencies

If you feel that your child may have special educational needs, please contact the school. We will ensure that the most appropriate member of staff will contact you for a discussion or an appointment.

3. How will both you and I know how my child is doing and how will you help me to support my child's learning?

Parents and carers are welcome to phone the school office at any time with any concerns. The appropriate member of staff will return your call.

There are a number of ways that you will find out how your child is progressing and ways in which you can support your child's learning including:

- Home - school contact
- Parents' evenings
- Additional parent meetings for students on the SEN Register
- Academic data sent home termly
- Annual Review of an Education, Health and Care Plan (EHCP)
- Personal Education Plan (PEP) Reviews for Looked After Children
- Rewards and Sanctions system in school
- Information on the website
- Redbridge Learning Gateway
- Regular analysis and review of progress data

4. How will Redbridge Community School staff support my child?

At RCS, all teachers are teachers of children with SEN. Differentiation is an essential part of all lesson planning and will enable your child to engage fully in all aspects of learning to make the best possible progress.

Once a need has been identified through the previously highlighted means (see Q2), provision is put into place by the appropriate team. Depending on need, this may include in-class support, small group withdrawal for literacy, numeracy and/or communication and interaction and/or social, emotional, mental health support, alternative groupings, mentoring, 1-1 tutoring or bespoke timetables. Targets are set and reviewed at least termly.

5. How will the curriculum at Redbridge Community School be matched to my child's needs?

RCS aims to ensure the fullest possible access to the curriculum for all students, including those with SEN. The curriculum is constantly reviewed and adapted to address the needs of individuals and cohorts.

Depending on need, students may receive additional and/or different provision:

- Targeted literacy and/or numeracy support
- Interventions and/or groupings to support communication and interaction needs
- Interventions and/or groupings to support social/emotional, mental health needs
- Support for physical or sensory impairments
- Tutoring sessions for some students who access the Hearing Impaired Resource

- EduK8 support
- Outside agency support and/or intervention

You will be notified of this and invited to discuss your child's progress at least termly.

During Year 8, students will start to consider their Option choices and more personalised pathways will begin in Year 9.

6. How is the decision made about what type and how much support my child will receive?

Once a need has been identified, the appropriate team will decide on the type of support needed and for how long. This may include:

- Targeted literacy and/or numeracy support
- Interventions and/or groupings to support communication and interaction needs
- Interventions and/or groupings to support social/emotional, mental health needs
- Support for physical or sensory impairments
- Tutoring sessions for some students who access the Hearing Impaired Resource
- EduK8 support
- Outside agency support and/or intervention

You will be notified of this and invited to discuss your child's progress at least termly.

7. How will my child be included in activities including trips run by your setting?

All students, including those with SEN, are encouraged to be fully involved in all areas of school life and where applicable, reasonable adjustments will be made to support this.

RCS offers a range of after school clubs. Parents can ask at reception or [access the school's website \(in the Parent section\)](#) to find a list.

If your child is to take part in any special school activities or trips, you will be notified of this and will be asked to return a consent form to the school office. The Educational Visit Information and Consent Form will already have been completed by you and this would have been your opportunity to state any additional needs for your child. This will give teachers concerned time to consider these needs and where necessary, prepare a risk assessment.

A breakfast club operates in the morning and the library offers a quiet place for students during break and lunchtimes.

8. What support will there be for my child's overall well-being?

All students are supported by all adults at RCS. Depending on need, your child may be included in additional and/or different interventions.

The school logs administration of medicines, by keeping a record of each occasion a student is given or witnessed to having taken medication. Details of date, time and dose are

recorded. [The school policy of administration and management of medicines is available on the school's website.](#)

Students deemed to have a significant medical condition which requires additional and different management will have an individual Health Care Plan. Some students also undergo risk assessments. Staff have access to these documents.

There are clear social expectations with a system of rewards and sanctions to support this. The school's [Attendance, Behaviour, Student Access and Anti-bullying Policy is available on the school's website.](#)

9. What training is provided for staff supporting children with SEN and disabilities?

There is an ongoing programme of training open to all staff linked to identified needs. Every curriculum area has a SEN Link member. New staff receive deaf awareness training and training on supporting delayed literacy skills as a part of their induction. The sole focus for INSET days is teaching and learning. There is regular training in Child protection, First Aid and specific training for specific students. Staff also have access to strategy sheets for students with specific difficulties e.g delayed literacy (including dyslexia), hearing impairment, autistic spectrum disorders, ADHD, dyspraxia and oppositional defiant disorder. Teaching Assistants meet weekly with the SENCO and these meetings are an opportunity to give additional training where appropriate, discuss individual student needs and to refine support strategies for lessons. Information sheets are used for some students. These are used to inform support.

The school's SENCO is Mrs Sheryll Lunn (slunn@redbridgeschool.co.uk). She holds a Master's degree in Specific Learning Difficulties (dyslexia) as well as the National Award for Special Educational Needs Co-ordination. The Assistant SENCO is Miss Kylie Boylett and she is also the school's Teacher of the Deaf to ensure support is available to students within the H.I. Resource.

Depending on need, it may be necessary to access outside agencies. More information can be found about this in Q. 13

10. How accessible is Redbridge Community School (indoors and outdoors)?

[The school's Accessibility Plan is available on the school's web site.](#)

RCS is currently a single site school. The school consists of two main blocks with stairs and lift from ground floor or first floor. Entrance to the school building is through the main lobby and side entrance, which are level and therefore suitable for wheelchair access. Entrance to EduK8 is at the front of the school, also on ground

level. Classrooms are accessed by corridors from which there is also wheelchair access. The school has four mobile classrooms.

Aids to physical access include disabled parking bays, automatic reception doors, ramps, handrails, extended handrails, lifts, widened doorways, electromagnetic doors, adapted toilet and washing facilities, evac chairs, adjustable lighting, blinds and way-finding systems. All areas of the school are accessible to all students including those with wheelchairs with the exception of the mobile classrooms. Here, a portable ramp is available for use. If this does not support access, alternative classrooms for teaching can be arranged.

For our hearing impaired students, there are visual fire alarm points and radio aid systems.

Occasionally students with particular physical difficulties may be supported by a teaching assistant.

11. How are parents/young people currently involved in your education setting? How can I get involved and who can I contact for further information?

RCS values communication with its parents and young people. Involvement happens in a number of ways:

- Vulnerable transition Visit afternoon (in the Summer term of Year 6) for our most Vulnerable Year 7 students
- Additional visits to primary schools or to RCS to meet with your child and/or yourself
- Additional lessons and events hosted by Redbridge for students in Year 5 and Year 6 (these have been limited during Covid-19)
- Attendance at the Annual Review in Year 6 for those students with EHCPs - if invited by primary school
- Transition Parents' evening aligned with Year 6 visit day
- Settling in evening for new Year 7 parents
- Parents' Evenings
- Particular year group evenings e.g. Options/ Welcome to Key Stage Four evening/social media awareness evening
- If your child is placed on the SEN Register, you will be informed of this and you will be invited to discuss the provision for your child and progress towards targets set.
- Additional meetings for parents if their child is on the SEN Register
- Mentoring
- Student surveys
- Department student evaluations
- Student leadership teams
- Career interviews from Year 10
- Option evening and interviews in Year 8

Your first point of contact should be your child's tutor who will involve the staff relevant to your query.

12. What steps should I take if I have concerns about the school's SEN and disability provision?

If you are concerned about the provision that has been put in place for your child, please contact the school who will ensure that the most appropriate member of staff will contact you for a discussion or make an appointment. This may be the SENCO, Head of Inclusion or Head of Year.

If you feel that the issue has not been resolved, you may submit a formal complaint to the Head teacher in writing or any other accessible format.

Any issues that remain unresolved at this stage will be managed according to the [Complaints Policy](#).

13. What specialist services and expertise are available at or accessed by the school?

Depending on need, RCS may draw on advice from specialists within school or outside agencies

Outside agencies may include:

- Educational Psychology
- School Attendance & Safeguarding Team
- Social Services Department
- Health Service (e.g. School Health Services, General Practitioner (GP) and Therapists)
- CAMHS (Child and Adolescent Mental Health Service)
- Local Authority
- Police
- Youth Offending team
- Missing Exploitation Team (MET)
- Various Specialist Advisory Teachers
- Outreach Support Services
- Speech and Language Therapy Services
- Youth Support Services
- Solent Education Business Partnership
- DASH team (Drugs and Sexual Health)
- CASH team (Contraception and Sexual Health)
- No Limits
- St. Giles
- Solent NHS

- Yellow Door
- Barnardos
- SAFE Choices
- Mental Health Support Team (MHST)
- Prince's Trust
- NSPCC
- Edge of Care
- MASH Services (social workers, family engagement workers)
- Hospital School
- Simon Says
- Behaviour Resource Service
- MAPPA Team/Probation

In keeping with the Code of Practice, the school will consult and involve you, the parent or carer where appropriate.

14. How will Redbridge Community School prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?

Primary to Secondary Transition

- A range of taster workshops are provided for Year 5 and 6 students across a range of subjects throughout the academic year, during school time and after school - to be continued after Covid-19 interruptions
- Sporting opportunities exist between ourselves and the local feeder primary schools
- A Transition Manager facilitates connections with feeder primary schools in Year 5 and 6
- In the Summer term of Year 6, the Transition Manager, SENCO and Head of Year meet with feeder primaries and collect information to enable support on arrival, and plan if needed additional transition support
- For all new Year 7 students, including those with SEN, an evening is set aside in the Summer term prior to arrival, where you are invited to meet the tutor of your child -
- A settling-in evening happens in the Autumn term. This is a good opportunity for you to hear about how your child has settled at Redbridge and voice any concerns
- For our more vulnerable students, a day visit to Redbridge happens shortly before the city-wide Year 6 visit (Summer term Year 6). This is a good opportunity for some staff to meet your child
- For some students, with more complex needs, additional visits and meetings and lessons at Redbridge may be set up so that the school ensures it has a full understanding of how it can best prepare for the child
- For those students who have an EHCP, attendance at the Year 6 Annual Review will be considered a priority - invitation by primary school

Students new to joining the school or leaving the school (other than at transition times)

If you are considering whether your child should join the school, please contact the school office. One of our Heads of Year, or if more appropriate, the SENCO or Head of Inclusion will contact you. On joining the school, your child will be asked to do reading, spelling and sometimes numeracy assessments. This will help us to determine if your child needs additional learning support. When appropriate, RCS will also contact your child's previous school to discuss previous provision. In this way, we will be in a better position to support your child when they join us.

If your child leaves RCS and joins another school, the relevant records will be passed along. Sometimes it may be necessary to speak with a staff member of the new school so that they will best placed to meet your child's needs.

Year 11 Transition

If your child is transferring to further education, depending on need, the following could happen:

- A representative of the chosen college will be invited to the final Annual Review meeting for students with an EHCP
- Additional visits to college
- The college may visit Redbridge and speak to you, a group of children, Head of Year, SENCO or Head of Inclusion
- Relevant information, such as entitlement to Access Arrangements, will be handed to Y11 students when they collect their GCSE results. The students can then pass this information onto their chosen college
- For students without EHCPs but experiencing SEN, we will communicate to ensure that relevant information is transferred to the receiving college.

The school will comply with GDPR.

Work Related Learning

Some students may move onto Apprenticeships or Traineeships from Year 11. They will gain these options via an application and interview process which the school will support. For example, with practice interviews or support if needed with online applications. Again relevant information, such as entitlement to Access Arrangements, will be forwarded to training providers on request.

15. Where can I get further information about services for my child?

This SEN information Report is RCS's contribution to the Local Authority's Local Offer. From September 2014 every Local Authority was required to publish information about services they expect to be available for children and young people with special educational needs (SEN) and

/or disabilities, aged 0-25 years. This will be known as the 'Local Offer'. The Local Offer website will put all the information about education, health and care services, leisure activities and support groups, in one place, making it easier for families to access and use a vast range of information and resources. This Local Offer can be found at

<http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page>