

Leicestershire's Local Offer template for schools and colleges

Regulation 3 Special Educational Needs and Disability (information) Regulations (2014)

School / college contact details

Name* Redmile CE Primary School

Enter a Postcode and House Number or Name (if possible), then click on 'Find Address'.

Postcode (e.g. LE3 8RA)* NG13 0GL

House Number / Name 6

Selected Address:

Flat Number / Name

House Number / Name 6 REDMILE CHURCH OF ENGLAND PRIMARY SCHOOL

Street BELVOIR ROAD

Town / Village REDMILE

Post Town NOTTINGHAM

Postcode NG13 0GL

UPRN 200002694704

UPRN 200002694704

If the address cannot be found, please tick here

Telephone number* 01949 842429

Facebook account

Twitter account

Specialism* Primary Education

Website* www.redmile.leics.sch.uk

Age Range of students (start and finish) to include Post 4-11
14 onwards where relevant)*

Head teacher / Principal's contact details

Name* Julie Hopkins

Email address* info@redmile.leics.sch.uk

Telephone number* 01949 842429

Inspection details

Date of last inspection* 09 Oct 2014

Outcome of last inspection* Outstanding

School / college information

Do you have a specialist designated unit / additional learning support department?

No

Total number of students with special educational needs and disabilities 12

Total number of students receiving additional 17

learning support

Please select from tick box – Broad areas of need that are supported

Communication and Interaction Cognition and learning Sensory and or Physical needs

Please select from tick box - SEND Experience

Anxiety Asthma Attention Deficit Hyperactive Disorder (ADHD) Autistic Spectrum Disorder (ASD) including Asperger's CAMHS Challenging behaviour Cochlear implant Diabetes Dyslexia Eating disorders EPI Pen Hearing Impairment/difficulties Moderate Learning Difficulty (MLD) Severe allergies Severe dietary needs Specific Learning Difficulties (SpLD) Speech and language therapy (SaLT) Speech Language and Communication Needs (SLCN) Visual Impairment

Please select from tick box – SEND accessible services/approaches

Disabled Access Guide dogs allowed Special Diet Special Needs Access Specialist Changing Facilities

Please describe the areas of support and experience you currently offer to meet needs of children and young people with SEND

Trained teachers and support staff make provision for those with specific needs through in-class intervention or individual/group support outside the classroom if appropriate. Some schemes of work provide the targeted supported required for learning needs, e.g. Read Write Inc and Fresh Start to develop phonological awareness, Abacus to develop maths skills. Outside agencies work with us on a weekly basis to support those with significant needs, as well as termly visits from, e.g. speech and language therapist.

What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?

SEND and Assessment Policies

We need information about the policies you have in place for making provision for pupils with special educational needs and disabilities. We need this information for pupils regardless of whether they have Education Health and Care (EHC) Plans or not.

How will you evaluate the effectiveness of your provisions for these pupils?

Talking to them. Pupil and parent questionnaires. Formative and summative assessments. Weekly and termly tracking. Data analysis. Parent-teacher interviews. Regular team meetings between teachers and support staff. Work scrutiny.

What arrangements do you have for assessing and reviewing the progress of these pupils?

Formative and summative assessments. Weekly and termly tracking. Data analysis. Parent-teacher interviews. Regular team meetings between teachers and support staff. Work scrutiny.

What is your approach to teaching these pupils?

Predominantly in-class support so that each child has full access to each part of the curriculum but receives supports in order to achieve personal success. Where SEND is significant, timetabled work with an outside specialist or member of the support staff team outside the classroom is arranged with prior agreement with parents and child.

How will you adapt the curriculum and learning environment for these pupils?

A fully differentiated curriculum is offered to all pupils. We work with outside specialists to advise on the appropriateness of the environment to ensure it is conducive to learning.

How will you provide additional support to aid the learning of these pupils?

Re-deployment of existing staff as required to meet individual needs. If appropriate, the Pupil Premium will be used to maximum effect to support those in receipt, including support outside of school, e.g. tuition, attend clubs.

What activities are available for these pupils, in addition to those available in accordance with the curriculum?

A full extra-curricular programme is accessible to all learners, e.g. sports, sewing, film club. Outdoor Adventures (based on Forest School principles.)

What support is available for improving the emotional and social development of these pupils?

Staff work closely with parents and the school nurse to support children and their families as required. A programme of work to support Personal, Social, Spiritual, Emotional and Health Education is in place and a robust behaviour and discipline policy, created by the pupils, promotes a positive ethos. We develop children as leaders and promote self-esteem through our special assemblies and award systems.

Special Educational Needs or Disabilities (SEND) contact details

Title:

SEN co-ordinator

Name:

Julie Hopkins

Telephone:

01949 842429

E-Mail Address:

info@redmile.leics.sch.uk

Please answer the questions below about the support you offer to children and young people with special educational needs or disabilities.

Please describe how you would support a parent/carer with a concern or a young person who was worried about their learning

We encourage all parents to make contact with the class teacher as soon as possible. We promote positive relationships with our whole community and pride ourselves on being a friendly, family-orientated school. The class teacher may then refer the parent to the SENCo (who is also the Executive Head teacher) who will then begin the process of organising the relevant support as needed.

What expertise and training do staff have in relation to these pupils and how is this specialist expertise secured?

We have an experienced staff who have received a wide variety of training over many years to support children as required. Further funding is made available to support training needs as required authorised by the school governors.

How will equipment and facilities, to support these pupils, be secured?

A needs assessment will be carried out and financial implications presented to the governing body who will work closely with the DLAT to secure any necessary funds.

What are the arrangements for consulting parents / carers of these pupils about, and involving them in the education of their child?

We work closely with our parents and hold face-to-face meetings as and when needed. Parent questionnaires and parent-teacher interviews are conducted termly. Home-school link books are also a key element to communication.

What are the arrangements for consulting young people with special educational needs about, and involving them in their education?

Termly questionnaires, completed with support staff provide useful discussions. Regular target-setting meetings with the class teacher and key worker also encourage dialogue; children are involved in setting their own targets based on what they know they need to do next in order to improve further. Children are encouraged to write in their home-school link-up books too.

What arrangements are made by the governing body or the proprietor, relating to the treatment of complaints, from parents and carers of these pupils, concerning the provision made at your school / college?

We have a robust Concerns and Complaints Policy which is posted on our website.

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 these pupils and supporting their families?

Our governing body hold many termly meetings, including sub-committee meetings and meetings with the DLAT to ensure that provision is maximised for all pupils; all meetings are attended by the Executive Head teacher who will provide all necessary information, whilst respecting privacy and confidentiality of individuals and their families. We also have a link-governor who is specifically responsible for the monitoring and evaluation of SEND support and provision.

Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)

All available via the Executive Head teacher upon request.

How do you support these pupils transfer between phases of education or in preparing for adulthood and independent living?

We have close links with our local Secondary School, Belvoir High School. Additional visits are made by special arrangement for SEND pupils, either with their parent/s or with a member of staff. The SENCo has a pre-transfer meeting with the school and parents are invited as appropriate. The same would be organised if a child was to transfer to a different school. Many meetings are held with the pupil and parents and additional support work carried out during the summer term to ensure they are secondary-ready. Outside support agencies are also involved in this process if required.

How do you contribute to the publication of the local authority's local offer?

Via school website.