

Redgate Primary Academy

SEND Information Report September 2021

Name and contact details for key staff in Academy:

Gareth Letton, Executive Headteacher: gletton@dalp.org.uk

Courtney Hoop, Principal: choop@redgateprimary-ac.org.uk

Claire Gouthwaite, Head of School: cgouthwaite@redgateprimary-ac.org.uk

Paul Shepherd, Assistant Principal, Senior Designated Safeguarding Lead: pshepherd@redgateprimary-ac.org.uk

All teachers share responsibility for maximising the achievement of all pupils and making individual arrangements accordingly.

Area	Information
The kinds of Special Educational Needs which are provided for in our Academy	Redgate Primary Academy is a primary age special Academy for pupils aged 3 to 11 years. The Academy provides specialist educational facilities on a day basis The Academy meets the needs of pupils who: Have Autistic Spectrum Disorder [ASD] often with anxiety related needs Have Severe Learning Disabilities [SLD] Have Social and Emotional Mental Health Difficulties (SEMH) Have a combination of the above

Area	Information
	<p>Our pupil attainment is often well below the expected age range of their peers, with additional difficulties that may include speech and language difficulties, under-developed social skills, medical needs, physical disabilities and sensory impairments. All pupils have an Education, Health and Care Plan (EHCP).</p> <p>We fully comply with:</p> <ul style="list-style-type: none"> SEN Code of Practice January 2015 Equality Act 2010 Children’s and Families Act 2014
<p>Our Academy’s arrangements for identifying children and young people with SEND and assessing their needs.</p>	<p>As a Special Academy all pupils who attend Redgate Primary Academy have an EHCP identifying their special educational needs, aspirations, strengths and needs, provision and arrangements. Each pupil’s EHCP is reviewed at a minimum annually during an EHCP Annual Review Meeting. At this meeting the pupil’s strengths and needs, progress against outcomes and the provision put in place to support the pupil are discussed. Annual Reviews take place with parents and carers, teachers and other professionals from Health and Social Care to ensure that the provision put in place supports the pupil.</p>
<p>Our Academy’s arrangements for assessing and reviewing children and young people’s progress towards outcomes.</p>	<p>We believe that all pupils at Redgate Primary Academy achieve; they all make progress, so we use assessment tools to monitor, track and celebrate progress. The academy has a bespoke curriculum and assessment processes. We have in place a three-strand approach- Pre, Semi and Formal and continue to use the National Curriculum Pre Key Stage Standards, B-Squared Engagement Steps and Progression Steps.</p>

How our Academy evaluates the effectiveness of its provision for children and young people with SEND.

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- Discussions with pupils and their parents or carers
- Deep Dives
- Learning walks
- Coaching visits Internal and external moderation
- Pupil progress meetings
- Tracking and analysing pupil progress using our bespoke assessment framework
- Monitoring EHCP outcomes
- Monitoring ILP outcomes
- Analysing attendance records

Area	Information
<p>Our approach to teaching pupils with SEND including how adaptations are made to the curriculum and learning environments.</p>	<p>We provide a curriculum that is relevant and meaningful for all of our pupils and work hard to ensure it is developmental and progressive in nature; reflecting areas important to each cohort of pupils in our Academy. As a consequence, our curriculum is bespoke, meeting the specific needs of pupils at Redgate Primary Academy. Our curriculum is designed to provide opportunities for pupils to develop the skills, knowledge and understanding that will enable them to be successful lifelong learners, with appropriate balance between the academic and personal aspects of development. Whilst our curriculum is developmental and progressive in nature, we ensure that our teaching and learning practices enable our pupils to be active learners. We aim to teach skills and then provide opportunities for pupils to use these skills in a variety of contexts. Our enabling environments are designed to encourage pupils to use their skills in a variety of contexts. This helps pupils to consolidate and generalise their skills and understanding.</p> <p>We embed specific approaches and programmes including:</p> <ul style="list-style-type: none"> Safe environments with structure and routine Visual communication systems A Sensory Diet Indoor and outdoor enabling environments Intensive Interaction Forest Schools Access to offsite educational visits, both day and residential, local and national Access to summer school Tailored communication: objects, photographs, symbols, token and or symbol exchange, Makaton signing Specialist support from Physiotherapists, Occupational Therapists, Speech and Language Therapists.

	<p>We have a supportive and nurturing approach in relation to supporting our pupils who, from time to time, find it difficult to engage in learning and whose behaviour for learning may need further development. Some pupils have a Behaviour Plan to help them access their learning and to ensure a consistent approach.</p>
<p>Support for improving emotional and social development including extra pastoral arrangements for listening to the views of pupils with SEND and measures to prevent bullying.</p>	<p>We are committed to supporting the emotional wellbeing and safety of each pupil. As many of our pupils have a range of personal and medical needs, plans are drawn up in consultation with parents and carers, the child and other professionals. These plans are then integrated within the Academy day in order to support rather than detract from a child's learning opportunity. Staff work tirelessly to connect and engage pupils through a playful approach promoting each pupil's ability to self-regulate their emotions and behaviour. When necessary staff help pupils through co-regulation. We pay great attention to personal development and weave this into our curriculum. Pupils are encouraged to be as independent as possible, to emotionally regulate and develop their communication skills. We encourage a respectful relationship between staff and pupils so that pupils feel comfortable to express their feelings or concerns with staff of their choosing. Our Academy has an established Academy Council which gives pupils the opportunities to give their views and ideas regarding the organisation of the Academy. Each class in Academy has its own staff team who get to know the needs of each pupil in the group very well and build up close, yet professional relationships. Pupils are always encouraged to be as independent as possible in their learning and personal skills for example personal care and eating. Pastoral support is offered by all members of staff. Staff are trained to a high standard of safeguarding. There are five designated safeguarding leads within the Academy (See Child Protection Policy). There are clear behaviour and anti-bullying policies that are used consistently within the Academy (see Behaviour and Anti-Bullying Policies).</p>
<p>Area</p>	<p>Information</p>

<p>Information about the expertise and training of staff in relation to pupils with SEND and how specialist expertise will be secured.</p> <p>AND</p> <p>How our Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting the needs of pupils with SEND and their families</p>	<p>Staff are trained in how best to teach and support the pupils who attend Redgate Primary Academy. Staff training and development features consistently in the Academy improvement plan and annual schedule of continuous professional development. Specific training needs are identified and met through the appraisal process.</p> <p>As a minimum requirement we train all our staff (with regular refreshers) in</p> <ul style="list-style-type: none"> Fire Safety Safeguarding: Child Protection and On-line safety GDPR Moving & Handling <p>Some staff have received training (with regular refreshers) for the specific medical needs of pupils including:</p> <ul style="list-style-type: none"> CRB (Coping with risky behaviours) Administering emergency medication Managing asthma Administering an EpiPen
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Area	Information
	<p>We have a team of staff who are trained to administer First Aid including Paediatric First Aiders: Theresa Skillen, Vicci Coote, Paul Shepherd, Andrea Stanforth, Jade Grundy & Isabelle Calderwood</p> <p>Staff have also been trained in:</p> <ul style="list-style-type: none"> Intensive Interaction Makaton Sensory approaches to learning <p>We use the outreach services for speech and language, physiotherapy and occupational therapy provision. Therapies are mainly carried out in class and are integrated into learning. All staffing appointments are carried out in accordance with equal opportunities legislation, employment law, safer recruitment guidelines and best practice. All vacancies are competitively advertised to ensure our Academy employs staff of the highest calibre.</p> <p>We seek to respond quickly to emerging additional need and work closely with other agencies including:</p> <ul style="list-style-type: none"> Early Help Team CAMHS Specialist services for visual and hearing impairment Educational Psychologist Social Care Children’s Disability Team-social workers and Transition workers

Area	Information
	<p>Local NHS services Multi-Agency safeguarding Hub (MASH) Physical Disability Support Service Health Related Education Team Nottinghamshire Virtual Academy</p> <p>We have a clear point of contact within the Academy who will coordinate the support from outside agencies. Claire Gouthwaite is the member of staff who is the Designated Teacher for CLA.</p>
<p>Arrangements for consulting young people with SEND and involving them in their education.</p>	<p>We recognise that all pupils have the right to be involved in making decisions and exercising choice. As the majority of our pupils have communication difficulties, we need to structure these opportunities carefully so they are not tokenistic. We use a range of augmentative and alternative communication approaches to enable our pupils to make simple influential choices. This can be during learning or reviewing their performance, during the Academy Council, during the EHCP review meeting or during the LAC review.</p>
<p>Arrangements for consulting parents and carers of children with SEND and involving them in their child's education.</p>	<p>The Academy aims to work in partnership with parents and carers by:</p> <ul style="list-style-type: none"> Making parents and carers feel welcome Giving parents and carers opportunities to play an active and valued role in their child's education- Whole Academy fun days, Pre and Post Admission meetings, termly parent & carer conversations Encouraging parents and carers to inform Academy of any difficulties they perceive their child may be having or other needs their child may have that need addressing- Specific telephone contact line Instilling confidence that the Academy will listen and act appropriately Focusing on the child's strengths as well as areas of additional needs- Pre & Post Admission meetings if required, termly parent and carer conversations with teachers

	<p>Engaging parents and carers in opportunities to discuss ways in which they and the Academy can help their child</p> <p>Agreeing outcomes for all pupils</p> <p>Keeping parents and carers informed and giving support during assessment and any related decision-making process</p> <p>Making parents and carers aware of the Parent Partnership services available as part of the Local Offer</p> <p>Providing all information in an accessible way, including, where necessary, translated information for parents and carers with English as a second language</p> <p>Home-Academy diaries are used to communicate with parents and carers daily and the Academy has introduced WeDuc to engage with parents and carers electronically.</p> <p>The Academy website page are updated regularly.</p>
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Area	Information
<p>Arrangements for supporting pupils in moving between phases of education and preparing for adulthood.</p>	<p>We aim to ensure smooth transition into our Academy from the previous phase of education and from our Academy into the next phase of education. When a pupil has accepted a place at Redgate Primary Academy parents and carers are invited to attend a Pre-Admission meeting, which involves meeting staff in Academy, sharing information and creating Behaviour Plans and Health Care Plans. For pupils transitioning into EYFS it may take several weeks for the pupil to attend Academy full time. Pupils are invited in for transition visits before their start date.</p>
<p>Arrangements made by the Governing Body relating to the treatment of complaints from parents and carers of pupils with SEND concerning the provision made by the Academy.</p>	<p>If there are any complaints these will be dealt with in the first instance by the class teacher and/or a member of the leadership team, then, if unresolved, by the Executive Principal. In the case of an unresolved complaint the issue should be taken through the Governors complaints procedure (see Complaints Policy).</p>
<p>Information about the equipment and facilities to support children with SEND.</p>	<p>Redgate Primary Academy is housed within a single storey building. All areas inside and outside the building are accessible. The Academy has a range of specialist equipment and specialist areas including:</p> <ul style="list-style-type: none"> An enabling EYFS outdoor play area All classrooms are equipped with interactive boards Each classroom has access to a changing area A food technology area A soft play room A designated area for Forest schools A proportion of the Academy's budget is set aside for the provision of specialist equipment to support the learning and health needs of pupils.

Contact details	More information can be found on: <ul style="list-style-type: none">➤ The Academy's website redgateprimary-ac.org.uk➤ Nottingham County Council's website Nottinghamshire County Council's Local Offer
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