Leicestershire's Local Offer template for educational settings



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

School/College Name: Redmoor Academy

Address: Wykin Road, Hinckley, Leicestershire. LE10 0EP

Telephone Number: 01455 230731

Name of Head teacher/Principal: Mr A. Coombs

Head teacher/Principal's contact details: office.admin@redmoor.leics.sch.uk

Website address: www.redmooracademy.org

Facebook account details: www.facebook.com/redmooracademy

Twitter Feed details: www.twitter.com/redmooracademy

School/College Specialism: Mainstream school

Age Range of students (start and finish) to include Post 14 onwards where relevant):

11-16

Date of Last Inspection: June 2013

Outcome of last inspection: Good

Does school/college have a specialist designated unit / additional learning support department? Yes ○ No ◉

Total number of students with special educational needs at college/setting : 17

Total number of students receiving additional learning support: 97

1. The kinds of special educational needs for which provision is made at Redmoor Academy school/college

Redmoor Academy strives to be fully inclusive. The school is a mainstream secondary school which meets the needs of students regardless of Special Educational Needs to ensure that all students make the best possible progress.

Redmoor Academy does not refuse admission to students with Special Educational Needs and does not discriminate against students that live either inside or outside the catchment area on grounds of Special Educational Needs.

Sharing information and data between the main feeder schools and the SEND department at Redmoor Academy begins in the summer term of students being in Year 6. If a parent/carer of the child wishes to provide additional information they should contact the school either via email: office.admin@remdoor.leics.sch.uk or by telephoning 01455 230731.

Liaising for students with either a Statement or an Educational, Health & Care Plan, commences with Redmoor Academy attending their Annual Review at the beginning of Year 6 and throughout the year with additional visits being arranged on request.

Should a parent or carer have any concerns about a child they should contact the SEND department so that further investigation can be organised.

2. Information about Redmoor Academy policies for the identification and assessment of pupils with special educational needs.

On entry to Redmoor Academy, a mainstream school, students undergo baseline assessments to provide greater evidence and support information/data from the main feeder schools, together with valued information gained from parents/carers prior to enrolment and or concerns from teachers, tutors or SEND department. This enables Redmoor Academy to make informed decisions as to whether a student has any Special Educational Needs, whether previously identified or not. Redmoor Academy is committed to continually re-evaluating the needs of all its students through analysis of data. It actively encourages a close partnership with regards to Special Educational Needs between the school and the student, by having one-to-one sessions to discuss their views, and with parents/carers via meetings such as coffee mornings to schedule meetings where upon we discuss their child and their needs in greater depth for any students that are identified as having Special Educational Needs.

The SEND Team comprises of not only LSA's, TA's, STA's, HLTA's, Key Workers, but also has both a Literacy Co-Ordinator and trained phonics/literacy staff. In addition, Redmoor also facilitates and encourages the involvement of outside agencies to promote a holisitc approach for students with Special Educational Needs.

To support this further, Redmoor's SEND department meet regularly to discuss students with Special Educational Needs, enabling up-to-date, cohesive and effective support both in and out of the classroom setting.

The SEND department benefits from close links with the pastoral team having daily and weekly meetings, using the Hub structure to ensure needs are met and that staff are aware of students' needs.

3. Information about insert name of college/setting policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

(a) How Redmoor Academy college/setting evaluates the effectiveness of its provision for such pupils

Redmoor's provision for students identified as having Special Educational Needs is evaluated and tracked throughout the year by subject teachers, head of subject departments, the pastoral team and our SEND department. This, is fed back to parents/carers and outside agencies at given times throughout the year.

In addition to this, students with Special Educational Needs will have sessions where they will have an opportunity to discuss their progress and views with a member of the SEND department. A record is kept of these meetings.

Students with Special Educational Needs are not discriminated against when considering the setting of subjects.

Head of SEND will also provide SEND updates and in-house training to staff as a need is identified. This individual is also a member of the Senior Leadership Team which enables them to give feedback on current developments.

All available data such as previous levels and targets, subject levels, intervention data, SEND department observations, parental input, outside agency reports and consultation with the student will be used to evaluate whether any additional support has had an impact on the child's educational progress and to support future interventions and support if required.

(b) Redmoor Academy college/setting The setting's arrangements for assessing and reviewing the progress of pupils with special educational needs

All students with either a Statement of Educational Needs or an Educational, Health & Care Plan will have a review at least once a year or sooner if outlined within the statutory guidance advice provided within their Statement/Plan. Documentation is sought from all interested parties such as the student, parent's views and evaluations and a whole school report together with outside agency reports. These are shared prior to a meeting at a mutually agreed time which usually takes place at Redmoor Academy and the student is welcome and encouraged, with parental consent, to attend.

Progress of other students with Special Educational Needs and those with either a Statement of Educational Needs or an Educational, Heath and Care Plan will be monitored by the procedures outlined in 3(a) and an interim report is issued twice a year. Parents/Carers will also have the opportunity to attend a Tutor Evening where they can speak to their child's tutor and a Parents' Evening where they can discuss any issues with the individual subject teachers. Alongside this parents/carers have the option to meet with the SEND department twice a year to further discuss their child's progress.

A one page profile is prepared for all students with a Statement or Educational, Health & Care Plan. This is driven by the student themselves and would give any adult involved in their care an insight into their thoughts, concerns, ambitions and needs, to be able to fully access the whole school experience.

On a day to day basis parents/carers can contact Mrs A. constable from the SEND department either via the telephone, email or the pupil's planner to discuss progress.

The effectiveness of our provision is monitored by feedback from all interested parties and is measured in the progress that individuals as well as groups make.

(c) Redmoor Academy college/setting approach to teaching pupils with special educational needs

At Redmoor Academy we recognise that all students must be given the opportunity to experience and succeed in as many activities as possible.

On entry into Year 7 students are placed in mixed ability tutor groups.

Students are put intially into sets according to the data received from KS2 in most subjects including:

English
Maths
Science
Geography
History
ME (Morals & Ethics)
French
Drama
Literacy (if applicable)
Design Technology
Art
Music
Computing
PE

The sets are under constant review.

Baseline assessments any other relevant data available and observations when evaluating the individual needs of students.

(d) How Redmoor Academy college/setting will adapt the curriculum and learning environment for pupils with special educational needs

Redmoor Academy is committed to providing the highest quality education for all its students. We have high expectations and offer a broad, balanced and differentiated curriculum to ensure full curriculum entitlement and access. On entry into Year 7 pupils take a baseline assessment in English to further support KS2 data and inform our Literacy Co-Ordinator who provides both one-to-one and small group sessions. Reading mentors from industry also visit regularly to provide support for the weakest readers.

The lower sets have smaller class sizes in the majority of subjects.

All teachers at Redmoor Academy are responsible for using a range of strategies and resources to make sure that students enjoy and achieve within their classrooms. For example writing frames, the use of symbols or coloured paper or overlays. All departments have literacy packs to enable them to promote literacy skills across the curriculum.

If the parent/carer of a child with a specific learning difficulty or disability is considering enrolling them at Redmoor, it is advised that in the first instance they contact Mrs A. Constable from the SEND department to discuss their needs.

Redmoor Academy strives to be a fully inclusive school. The building is on one level and has wheelchair access to all student teaching areas and ramps to all entrances that have steps. Adjustable desks and stools/chairs are available for any classroom and there are maps in every classroom and maps for individual students.

Under Section 316 of the Education Act 1996, if a parent/carer wishes to have their child with a Statement or Educational, Health & Care Plan educated in mainstream, the LA must provide a place, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent this incompatibility.

Any personalisation of the curriculum via a student's timetable would be considered and built around an individual need in relation to their ability, capacity and potential.

(e) How Redmoor Academy college/setting will provide additional support for learning that is available to pupils with special educational needs

Redmoor Academy is an inclusive school with a strong commitment to meeting the needs of all our students. Redmoor's team work together with all staff to ensure that lessons include a range of tasks and ways of working, and that extra curricula activities are accessible to all students. We also provide a range of additional support for students who have been identified as having a specific need. This might include:

Differentiation within classes
IEPs (soon to be changed to 'Passports')
Liaising with Primary Feeder Schools
In-class support
Setiings in all core subjects as well as Languages and Humanitites
Individual/small group withdrawal sessions for Literacy and Numeracy
Gifted and talented groups
Mentoring
Regular in-house SEND meetings
Pastoral support

Mrs A. Constable manages the day-to-day running of the SEND department, working together with a team of teaching and support staff. Our SEND department can be contacted via:

Email: office.admin@redmoor.leics.sch.uk Telephone: 01455 230731

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All students at Redmoor Academy have access to all activities offered and where necessary, additional adult support could be available to assist your child at after school activities and on school trips. Parents/Carers will be asked to meet with Redmoor Academy staff to plan appropriate support where necessary.

Pupils are made aware of opportunities through daily bulletins and internal school publicity. Notices will be read out in tutor time and assemblies and can be published on screens throughout the school alongside specific opportunities for groups being published via staff and notices in their classes or assemblies.

Should a pupil wish to take part in a trip or activity the SEND department will liaise with staff and parents/carers to ensure appropriate provision and maximum participation is available.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

At Redmoor Academy we are committed to helping all children stay safe and healthy and enjoy their time at Redmoor and to help them to grow into mature and caring young people who make a positive contribution to Redmoor Academy and the wider community.

All students have a tutor who they see daily. At key times such as breaks and lunchtimes they also have access to the pastoral team, and our school nurse who offers both a 'drop-in' clinic and one-to-one sessions. In addition to this we have, when identified, timetabled group sessions such as 'chatter matters.' We also employ the facilities of a counsellor and Burbage and Hinckley Independent Learning Centre who both provide bespoke sessions on a weekly basis. Redmoor also refers to other agencies for student and family support whenever possible.

Students also have a Student Council. Representatives are available to students to contribute their views on school life and access our Peer Mentoring Team - a team of trained students to support issues such as bullying.

4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department

Should you wish to contact Redmoor Academy's SEND department, please contact:

Mrs A. Constable

Either via:

Email: office.admin@redmoor.leics.sch.uk

or

Telephone: 01455 230731

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

At Redmoor Academy we maintain the training of staff in relation to Special Educational Needs and Disabilities as a priority.

In recent years staff at Redmoor have received external training on strategies to support students with difficulties such as Dyslexia and Autism.

Redmoor also actively seeks the guidance and training from specialist agencies such as:

Autism Outreach
Diabetic Nurse
Educational Psychology Service
Hearing Impairment Service
Occupational Therapy
CAMHS
Social Services
Specialist Teaching Service
BHILC
Sight Impairment Service
ADHS Solutions
Dorothy Goodman Special School - although they are a separate school on four sites, the KS3 satellite provision is adjacent to the school and there is a high level of collaboration.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Redmoor Academy's budget is used to provide ta wide range of support. All our staff work very hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent on their need. To ensure we achieve this goal we seek the work of outside professionals such as occupational therapy and specialist nursing teams.

Support for students with the highest level of need will be outlined in either their Statement of Educational Need or their Educational, Health & Care Plan and for those with lower levels of need, information from parents/carers or other professionals and our staff will be used to plan support, which will be paid for by Redmoor Academy.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

Redmoor Academy actively encourages the three way communication between students, home and school as this close positive relationship plays a vital role if a student with SEND is to reach their full potential both at school and for the world beyond! Therefore, Mrs A. Constable is available to discuss individual students at any point either via email, telephone or during an arranged appointment time.

You will also receive regular reports and be invited to attend a meeting to discuss your child's progress. In addition, parents/carers of children identified as having Special Educational Needs will have interim reviews where parents/carers are invited into school on a one-to-one basis to discuss their child's progress.

Pupils with either a Statement of Educational Needs or an Educational, Health & Care Plan will, in addition, be reviewed annually or as stated in their Statement/Plan.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Redmoor Acadmey actively encourages young people to be involved in their education by consulting them not only when there is new data available during timetabled tutorial sessions, but in addition, students recognised as having SEND will have interim reviews when they have one-to-one sessions with a member of the SEND department and Key Workers.

Together with this, at timetabled intervals, we seek the views of students with Special Educational Needs and Disabilties through questionnaires about their schooling, their learning and wellbeing.

Redmoor Academy recognises that for some students it is easier to talk to their parents/carers rather than outwardly share their wishes or concerns, therefore Redmoor offers parents/carers Evenings where parents/carers have the eopportunity to not only meet thier child's class teachers and the SEND department but, at any point they can telephone or email to either talk to a subject teacher or their child's form tutor. The school also consults parents/carers via questionnaires which are issued throughout the year.

Students with SEND are not discriminated against and have full access to any student voice groups e.g. Student Council.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

At Redmoor Academy we would encourage parents/carers of students with Special Educational Needs and Disabilities to, in the first instance share their concerns with Mrs A. Constable and then liaise with the Principal, Mr A. Coombs. If these concerns persist, contact with the Governing Body should be made to Mrs J Hudson, Chair of Governors, c/o Redmoor Academy.

10. 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 pupils with special educational needs and in supporting the families of such pupils

Redmoor Academy consults and involves a variety of outside agencies and groups to meet the needs of students with Special Educational Needs and Disabilities and has access to the full range of LA Specialist Services in Education, Health and Social Care (see the LA Local Offer).

These include:

Educational Psychology Service - our Educational Psychologist is Mrs J. Gallagher
Autism Outreach - Ms A. Levy
Hearing Impairment Service
Visual Impairment Service
CAMHS
Social Services
Home Start
Leicestershire Cares
Diabetic Nurses
School Nurse
Medical Professionals
Counsellors
Burbage and Hinckley Independent Learning Centre
ADHD Solutions

These are in addtion to training that our staff have received which includes in areas such as whole school training regarding Autism Awareness and Support Strategies for students with Dyslexia.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

SEND Information Advice & Support can be contacted via:

Abington House
85 Station Road
Wigston
Leicestershire
LE18 2DP

Telephone: 0116 305 5614

E-mail: parent-partnership-service@leics.gov.uk

How do they help families?

They help in a number of ways, including:

- Advice and information over the telephone
- To meet with a Parent Partnership Officer in person
- Support at meeting with school/local authority
- Help writing reports

What services do they provide?

The PPS provides a range of flexible services including:

- Support and information over the telephone
- Keeping a register of Independent Parental Supporters
- Providing parents with an Independent Parental Supporter on request
- Training for Independent Parental Supporters
- Written information for parents about special educational needs
- Assistance for parent support groups
- Arranging independent mediation between parents and the LEA or school
- Family Support Groups

If you are considering your son or daughter joining Redmoor Academy you are invited to contact the Special Educational Needs and Disabilities department:

Mrs A. Constable

E-mail: office.admin@redmoor.leics.sch.uk or telephone: 01455 230731

Advice on SEND support across Leicestershire can be found in the 'Local Offer' which can be accessed via:

www.leics.gov.uk/local offer

12. The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Redmoor Academy works very closely with Richmond Primary School, Battling Brook Primary School, St. Margaret's Church of England Primary School, Higham On the Hill Primary School, Westfield Junior School and Manorfield Primary School.

In the past Redmoor has had a close and supportive relationship with John Cleveland College - our previous main KS4 feeder school.

Redmoor is looking forward to developing strong links with post 16 establishments such as North Warwickshire and Hinckley College, Midland Studio School and John Cleveland 6th Form and to continuing the holistic approach in order to ensure they are aware of the needs of students and further prepare pupils for adulthood and independent living and lifelong learning.

13. Information on school/college contribution to the publication of the local authority's local offer

All Local Authorities are required to publish information about the services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities (SEND). Part of this proces is the publication of Redmoor's 'Local Offer'.

Leicestershire County Council has published this doucment which is known as the: 'Local Offer'.

The Local Offer covers services and support from Health, Education and Social Care and Leisure Services to enable a clear and improved choice for families.

Leicestershire County Council's 'Local Offer' can be found at:

www.leics.gov.uk

Scroll down the left hand side of the home page to 'Chidren and Families' and then click again, on the left hand side 'Local Offer'.

