



SEND Information for Redbridge High School

Overview

Redbridge High School is a specialist provision for pupils aged 11-19 with severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). All pupils have an Educational Health and Care Plan (EHCP), although some may join the school on an assessment placement pending EHCP completion.

Current Needs (2024-2025)

- 10% of pupils have PMLD.
- 61% have an additional diagnosis of Autism.
- 34% require additional support for challenging behaviour or medical/sensory needs.
- On entry, pupils' attainment is significantly below mainstream averages.

National Context:

- In England, there are over 160,000 autistic pupils in schools, with more than 70% in mainstream settings and the remainder in specialist education.

[National Autistic Society](#)

- The number of children with complex needs in schools has risen by nearly 50% since 2004, indicating an increasing demand for specialised educational support.

[Council for Disabled Children](#)

Comparison:

Redbridge High School has a notably higher percentage of students diagnosed with Autism Spectrum Condition (61%) compared to the national trend, where a significant portion of autistic pupils are integrated into mainstream education. Additionally, the school's focus on students with profound and multiple learning difficulties (10%) aligns with national prevalence rates, considering the specialised nature of the institution.

These comparisons highlight Redbridge High School's role in supporting a higher concentration of students with complex needs, particularly those on the autism spectrum, compared to the broader educational landscape.

Placement Process

- The school ensures that placements align with its designation as a secondary school for pupils with SLD or PMLD. Pupils may also have additional needs, such as Autism.
- Placement decisions consider the appropriateness of the school's environment and curriculum for each pupil's specific needs.



Curriculum



- Our curriculum is tailored to meet the needs of pupils with SLD and PMLD, delivered through mixed-ability groups, PMLD-focused groups, or autism-specific groups.
- Delivery methods are agreed upon in consultation with parents and the pupil's previous school.
- We collaborate with professionals such as educational psychologists and therapists to address physical, sensory, or behavioural barriers to learning.
- The curriculum at our school is designed to provide a rich, inclusive, and engaging educational experience for all pupils. There are four distinct learning pathways, each tailored to meet the diverse needs of our pupils: pre-formal, informal, semi-formal, and formal. The curriculum is based on a progression model that emphasizes individual needs and starting points. This model allows for personalized learning journeys, ensuring that each pupil's unique strengths and challenges are addressed effectively. Lessons are planned to build on prior knowledge and are sequenced to promote independence, communication, and preparation for adulthood.
- Life Skills Emphasis: The curriculum is designed to expand on specific life skills and independence that focus on preparing pupils for adulthood.
- Specialist Accreditation: During key stage 4 and 5 pupils participate in accreditations, ASDAN, OCR functional skills and Duke of Edinburgh's Award, that awards certificates for pupil's personal development.

Class Structure and Support

- Pupils are part of a class led by a teacher supported by Learning Support Assistants (LSAs).
- Class teachers plan and discuss appropriate support with parents.
- Additional staff, including PE and music teachers and pastoral workers, contribute to pupils' education and well-being.

Multi-Agency Collaboration

- We work closely with external professionals (with parental agreement) to meet pupils' needs, including consistent behaviour support, managing health needs, and integrating therapeutic activities into the school day.
- If additional support is required, we liaise with the Local Authority (LA) or relevant agencies for resources and funding.

Parental Engagement

- Annual EHCP reviews involve parents, who receive a review document and a form to provide feedback.
- Pupils contribute to reviews using appropriate communication methods (e.g., symbols, photographs).
- Parents receive termly IEPs, short progress reports, and annual reports, along with opportunities to provide feedback.



- The school provides communication tools such as the ClassDojo app or home-school communication books for daily updates.



Health and Well-being

- A nursing team on-site supports pupils' health needs to maximize attendance.
- The Pastoral and Learning Support Worker manages attendance and well-being activities.
- Pupil counselling is available one day per week.

Safeguarding

- Safeguarding is a priority, with robust procedures in place to ensure pupil safety and well-being.

Consultation with Parents and Pupils

- Annual surveys and feedback from IEPs, reports, and reviews.
- Pupil self-reviews and school council activities.

Staff Development

- Training includes augmentative communication (e.g., Makaton, PECs), autism-specific strategies (e.g., TEACCH), and health-related support (e.g., suction, oxygen, manual handling).
- Staff are trained in behaviour management, sensory processing, and physical intervention using the LeAFE system.
- An annual development review identifies staff training needs, supported by five INSET days annually.

Staffing and Finance

- Over 90% of the school budget supports staffing to meet pupil needs. The 2024-2025 budget allocation and additional income is £3,774,925.
- Class sizes range from 6-13 pupils with staffing adjusted based on need (e.g., health issues, autism, or challenging behaviour). This year we have 17 classes with one class accessing Bank View South in Speke, for an ASDAN and preparation for adulthood curriculum
- Exceptional funding is accessed for pupils requiring 1:1 support and agreed by a high needs panel without the school present and based on paperwork submitted by the school.

Partnerships and Transitions

- The school collaborates with therapists, social care, CAMHS, and health professionals to address all needs.



- Services include on-site nursing and physiotherapy, access to occupational therapy, speech and language therapy, via the NHS route, and sensory integration support, via 'Advanced Solutions' for families.

Joining the School

- Transition plans include pupil visits and lessons, resource preparation (e.g., transition books), and staff collaboration with previous schools.
- Key records are transferred in advance to ensure a smooth start.

Leaving the School

- Transition planning for post-19 education involves key stage 5 staff, 'moving on' events' from providers, parents and social care.
- Support includes person-centred plans, health passports, and continuing health care (CHC) assessments to ensure a smooth transition to adult services.