



## **Redbridge High School**

### **SEN Information Report**

*For the Academic year 2020 -2021*

#### **Whole School Approach:**

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Redbridge High School is a designated school for pupils with severe learning difficulties or profound and multiple learning difficulties. Therefore, all pupils have an Educational Health and Care Plan. Pupils may also be placed for assessment pending the completion of an EHCP.

- The school will firstly ensure that this is the most appropriate placement for a pupil and that their needs fall within the designation for the school, that is; a secondary school for pupils with severe learning difficulties or profound and multiple learning difficulties and who may also have additional needs i.e. Autism, aged 11 to 19.
- The school offers a curriculum that is designed to be accessible to pupils with severe or profound learning disabilities and is delivered either through mixed ability groups or some groups specifically for pupils with profound and multiple learning difficulties or severe autism and we will agree the best means of delivery in consultation with parents and the school from which they are transferring when they join the school.
- We will liaise with and utilise other professionals such as, educational psychologists and therapists to make sure the delivery of activities in school, to your child, takes account of any physical, sensory or behavioural barriers to their learning.
- Pupils will be part of a class group where one teacher will deliver all the activities supported by a team of Learning Support Assistants.
- The class teacher will plan for the most appropriate support for pupils and discuss this with parents.
- Some additional staff in school will also be involved in pupils' education, for instance, the PE and music teachers, our Pastoral and Learning Support Workers for activities outside of school and additional support where required for some areas of learning.
- We work, (with the agreement of parents), with other professionals to make sure we are meeting all of a pupil's needs, for instance, working to implement consistent behaviour support programmes at home and in school, ensuring any complex health needs are supported so that the pupil can attend school for the maximum amount of time, or integrating therapists work into the school day.
- If a pupil requires any form of additional support school staff will liaise with the LA or other agencies to ensure those needs are met.
- Parents are invited to meet with the class teacher and senior member of staff for an annual review of the EHCP. Before the meeting they receive a copy of the teacher's review and a form to note any comments they wish to make.
- Pupils also complete an activity with the class teacher, using whatever form of communication is most appropriate to them, such as, photographs and symbols to indicate what they like about school or what they want help with and parents will get a copy with the annual review.
- Parents also receive at the end of the year an annual report covering all areas of learning that the pupil has taken part in, again with a form for them to record their views and responses.

- Parents receive a termly Individual Education Plan to respond to and agree any priorities they feel are important with the class teacher.
- Parents also receive a short report on their child's progress each term and a copy of the timetable with information about what units of work they will cover in the next term.
- The school provides access to an App that parents can use to communicate with the class teacher on a daily basis or alternatively a home-school communication book.
- The school liaises with a multi-agency group where we can pass on requests for support or help from parents or those identified by the school itself to the relevant agency that can provide help.
- The school has a nursing team on site to ensure that pupils' health needs are met and that they can be supported to attend school for the maximum time possible.
- The school has two staff, (pastoral and learning Support Workers), whose job it is, to support the class teams with any additional activities around pupils' well-being.
- The school has excellent safeguarding procedures and the well-being and safety of our pupils is at the centre of what we do.

### **SEN Needs:**

Currently within the school population (2020 2021) roughly 11% of pupils are assessed as having profound and multiple learning difficulties. 58% of the school population have an additional diagnosis of ASC. 14% of the school population have been assessed as requiring additional support (1:1 staffing or adaptations to provision) where behaviour can become challenging. or 1:1 support for a medical/sensory need.

On entry to the school pupils' attainment is significantly lower than the average with scores ranging from P1 to L3 (NC levels) the mode being P6.

### **Consulting with children, young people and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this through:

1. Annual surveys of parents views through a questionnaire
2. Analysis of IEP, termly report annual review and annual report feedback forms from parents
3. Analysis of responses via the school App and home school books.
4. Pupil questionnaires carried out with the support of adults from outside the staff
5. Analysis of pupils' self-review forms for annual reviews
6. School council activities.

### **Staff development and Qualifications**

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- All staff receive training in approaches to working with pupils with severe or profound and multiple learning difficulties.
- Training includes, use of augmentative and assistive communication, i.e. makaton, PECs (Picture Exchange Communication), use of switches and communication aids.
- For pupils with autism specific training in classroom management and organisation to support those pupils (TEACCH).
- For pupils with additional medical or physical needs specific training in the use of equipment to support health needs, i.e. suction, oxygen, feeding, manual handling and the use of positioning equipment such as standing frames, walkers and side lyers.
- All staff are trained to support pupils who may present with challenging behaviours; identifying triggers planning support programmes de-escalation and if required physical intervention.
- All staff have an annual review of their training needs and staff new to the school or new into teaching have these areas as a priority for their individual training programme.

- The school has 5 days each year where all staff, teaching and support staff, take part in specific training to support our pupils under those key headings, communication, behaviour support, additional needs i.e. Autism and teaching & learning for pupils with sever or profound and multiple learning difficulties.

## **Staff deployment/Finance**

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The entirety of the school budget is used to support pupils with significant special educational needs. Routinely over 90% of the budget is used towards staffing the most significant resource available to us to support pupils' needs. [The formula allocation for the current financial year, \(2020 2021\) is £2530854 of which over 100% has gone towards staffing the school.](#) Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and is prepared for adulthood from the earliest possible age.

All class groups have a minimum of a teacher and 2 support staff with additional staff deployed based on needs analysis including factors around, sensory impairment, support for personal care or where behaviour is a barrier to learning. Additional staffing will also be deployed in order to ensure access to school activities such as going off site or swimming.

- The school receives a base amount per pupil attending the school with a top up dependent on their primary need as identified in their EHCP.
- The school uses this money to implement a basic staffing structure model (average class size 9/10 pupils with 1 teacher and 3 support staff). This model is then adjusted year on year and class by class dependent on pupils' age and needs. For example, some class sizes are smaller, (5/6 pupils with higher staff ratios for pupils with complex health needs or pupils with sever autism) and some may be bigger, (maximum of 13 pupils). Additional factors to be taken account of would be number of pupils requiring personal care, number of pupils with additional physical needs such as wheel chair users or medical needs i.e. severe epilepsy or pupils who require additional support for challenging behaviour.
- Where an individual pupil has been identified as having an additional need beyond that which can be supported through the basic staffing structure the annual review process is used to identify and quantify that need and an application may be made to the LA for additional funding usually in the form of additional staff, i.e. a child who needs 1:1 support for a medical need such as tracheostomy care.
- The school's additional budget is used to fund equipment that may be identified through assessments either from teaching staff or other professionals who support us. An example would be the purchase of specific communication aids, sensory equipment to help the pupil regulate their behaviour or specialist seating or equipment to allow a pupil to access the curriculum.

## **School Partnerships and Transitions**

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- The school has access to the full range of therapists and works closely with educational psychologists, Child and Adolescent Mental Health Services, Social Care, Disabled Children's Service) and health staff to ensure we address all potential needs. We meet regularly as a team to ensure referrals are made quickly and to the correct service.
- Medical staff are based on site full time.
- Physiotherapy staff are based on site full time.

- The school can refer to Occupational therapy and Speech and Language Therapy.
- The school has a designated link Educational Psychologist.
- The school buys in specialist Occupational Therapist assessments for pupils' sensory needs.
- The school also works closely with the teams that support pupils with visual impairment or hearing impairment.

### **Joining the school**

- When a pupil has been allocated a place in the school we discuss with parents and with the school they are currently in, what is the best programme for helping them to transfer into the school.
- We provide opportunities to come to school to visit, join in lessons, attend specific activities, provide resources to help the transfer process, (a book or CD with photographs of the buildings and the staff), that parents and carers can use to help prepare for the change of school, time for the receiving teacher to visit the pupil in their current school and arrange for transfer of information between key professional if required i.e. nurses, therapists etc.
- We arrange for their key records to be transferred in advance so that their needs are planned for accurately as soon as they join the school.

### **Leaving the school**

- When pupils are due to leave the school we plan well in advance with parents and involve key services such as social care and our IAG advisor (Independent Careers Advice and Guidance, who help plan for pupils' onward education after 19 when they leave school), to make sure that the transfer to adult provision is smooth and well planned.
- This includes giving the young person and their parent the opportunity to have a person centred plan and a health passport if they are not already in place. We also work with Health and social care to ensure young people have had their continuing care assessment completed.
- We liaise with any organisation identified as providing care or education to pupils leaving school including attending meetings to provide them with information, facilitating their staff to get to know the young person while still in school, facilitating familiarisation visits for the young person to the new setting and ensuring key information and records are passed on.
- For young people with very complex needs our half termly multi-agency meetings are used to ensure there is coordination between the different services to help a smooth transition process.

The school has a designated Pastoral Support Worker who supports families with transition.

For the academic year, 2020 2021 we supported 20 pupils joining the school in September plus an additional 3 pupils who joined later in the year and supported 15 students to transition to adult services including, F.E. colleges, day provision with social services and other specialised provision. We also had 2 pupils who passed away during the academic year.

### **Complaints**

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- Where there is a concern about any aspect of provision for a pupil the first point of contact is the class teacher
- If they are unable to answer the query the next point of contact will be a senior member of staff usually the Base leader for that area of school.
- If the query relates to the well-being of the pupil in terms of a health or therapeutic issue we will ensure you speak to the relevant therapist or health professional involved.

- If the concern is unresolved the deputy head or head teacher can be contacted and we work to resolve all concerns through our informal processes where ever possible.

The school complaints procedure is available on the school website. [There have been no complaints through the formal complaints procedures in this academic year.](#)

### **What has and has not worked this year**

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- Implementation of the informal/semi-formal/formal curriculum based on a thematic model.
- Introduction of engagement scales and embedding EHCP annual/termly outcome model across school.
- Amending recording/reporting formats and moving to online electronic recording and storage
- Amend planning / outcome recording accordingly (workload reform)
- Continue with NQT/RQT support through personalized CPD planning
- Embedded the mental health strategy for the school including COVID recovery planning
- Review multi-cultural offer in the light of 'Black Lives Matter@ agenda
- Continue to develop the vocational Education offer linked to the DofE programme.
- Within in the limitations of risk assessments around COVID continue to offer opportunities to deliver ILS
- Through the 'recovery curriculum' plan support all pupils to return to school and reinstate the positive ethos and environment of school.
- Continue work on ensuring all staff work to the principle of behaviour as communication through the whole school CPD programme.
- Continue to provide attendance support.
- Maintain the Pastoral and learning support structures
- To lead the school to a return to full opening for all pupils with the appropriate risk assessments completed and in place.
- To deliver a deficit recovery plan that will not compromise the outstanding provision currently being delivered.
- To have the revised curriculum and assessment framework in place by the end of the academic year
- To manage the school's contribution to the Teaching School Alliance (Alt Valley work and Schools Direct)
- To deliver the school's CPD programme for mandatory / statutory requirements within COVID restrictions
- To manage the grounds restoration project to be delivered by the LA to minimize impact on provision for pupils.

### **Further development**

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Our priorities for the forthcoming academic year, [\(2021 2022\)](#) are;

- Deliver the strategy for the development of reading
- Focus CPD on the delivery of Literacy and Numeracy
- Arts mark
- Develop the use of IRIS as a tool to effective CPD
- Review provision of accreditation and qualifications at KS 4
- Implementation of the new ECF for any NQTs
- Implement the updated SRE and PSHE schemes of work
- Support the transition of new pupils into the school

- Deliver the mental health support strategies
- Investigate alternatives to 'Approach' as the schools preferred training around safe intervention.
- Implement the curriculum group structure for curriculum and subject coordination.
- To work with the LA to deliver the site remediation scheme.
- Implement the monitoring strategies to oversee the implementation of the new curriculum and assessment frameworks.
- Review structure of annual reports in the context of our new curriculum framework.
- Work with the LA on a viable deficit reduction plan
- Review the AH role within the SLT structure to account for the increased size of the school.
- Continue to deliver a Schools Direct Programme in partnership with MSTSA schools as was

**Relevant school policies underpinning this SEN Information Report include:**

All school policies contribute to the provision for pupils with SEN due to the designation of the school. Key policies are available on the school website.

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005