



Redwood Secondary School

SEND

Information Report

2022/2023

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1. Introduction

Welcome to our SEN Information Report which is part of the Rochdale Local Offer for learners with Special Educational Needs and Disabilities (SEND).

Redwood School is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our students. Students at Redwood will have an EHCP (Education, Health and Care Plan) which details their SEND needs, their outcomes and provision to meet need. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality but we also actively work to support the learning and needs of all members of our community both in and out of the classroom.

2. Types of SEND

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia

	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

3. Admission Arrangements

Jo or Adele to add in information about year 7 placements and in year transfers

4. Transition to and From Redwood – Adele and Simon to complete for KS4-5 and KS5 and beyond.

Redwood School understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEND.

For students coming into Year 7 at Redwood School, the Year 7 Leader and AHT overseeing transition, endeavour to visit all primary schools where there are students coming to Redwood School. They meet with Year 6 teachers or leaders to gain as much information as possible about these students, including SEND information. The Year 7 Leader or potential tutor may also contact primary schools by telephone to gain the same information. For students from our feeder primary schools all relevant information, including SEND files and EHCP's are discussed at the year 6 annual reviews, which Redwood attend to aid transition. We also endeavour to do this with any mainstream year 6 – 7 placements. Parents/Carers of students with SEND in primary schools whose child will be coming to Redwood School are always welcome to attend our Redwood Tours or Open evening to further explore the provision at Redwood and discuss your child and their provision.

All Year 6 students who will be attending Redwood School, are invited in for a transition day throughout the year as part of our transition calendar. In the summer term, as part of the local authority “step up” day they spend the day in their new form group and take part in activities to help them adjust to life at Redwood School. Some students with SEND are invited in for extra transition sessions to introduce them to life at Redwood School and to try

to allay any anxieties as much as possible. Parents/Carers of students with SEND are also invited in to a coffee mornings in the summer term, to get to know how Redwood School supports students with SEN and meet relevant staff.

5. Redwood Provision – Jo to update around pathways and curriculum offer – Emily if you want to add in a paragraph around trips and visits etc and David around pastoral and behaviour?

Redwood School staff strive to provide high quality teaching to all of our students. Teachers and leads prepare Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. Individual curriculum areas are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners in their classrooms (known as differentiation). Such in-class differentiation may involve many adaptations and strategies, dependent upon the needs of the student.

All staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational areas, including SEND focused sessions. For example, in 2021-2022 the CPD programme available to all staff included sessions on differentiation, the effective use of teaching assistants to support teaching and learning, EHCP awareness and understanding, literacy and communication and attachment training. CPD already planned for 2022-2023 includes sessions on working memory, dyslexia and autistic spectrum disorders. This training is in addition to wider training on areas such as Midas, moving and handling, safe administration of medication and safeguarding.

6. Tracking and monitoring progress of SEND students – Abi to check and adapt where appropriate

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and progress is recorded on Arbor/Earwig and reported to parents at least once per term. All students have an EHCP and will have their progress reviewed during their annual review meeting with their form tutor and family. External agencies also contribute to this meeting and any progress made towards their EHCP outcomes. All staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress. Teachers and Leads, as well as form tutors and the AHT for Academic regularly check on the progress of students and raise a concern if students are not making expected progress. Some students who are not making expected progress attend intervention sessions with our TA4's.

7. Working with outside agencies – Sinead, Adele and Simon?

Where a student with SEND is not making progress or struggling and Redwood School feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professional for diagnosis, support or advice and intervention. Subsequent to such a

referral, we will work with the external agency to support such students, using their support and advice. Redwood School has a contract with the Local Authority EPSS Service (Educational Psychology Support Service) to whom we make referrals for Advisory Support Teachers and Educational Psychologists. Redwood School also works with other external agencies such as Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy (SALT) , Rochdale Additional Needs Service (RANS) , **Behaviour Support Services (BSS) and the Early Intervention Team (EIT) – what other agencies do we want to list, these are old ones from Bolton**

8. Parent and child involvement – Justin/Abi/Sinead – needs re-writing for Redwood

Redwood School puts working with parents/carers and students at the centre of its work. Progress reviews are provided for parents each term for all students. Students are also regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students are encouraged to express any concerns they may have to their in class TA, their Form Tutor, their Pastoral Leader, the Safeguarding team or any other member of staff with whom they feel comfortable to talk about their concerns.

Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child.

All students receiving intervention by the SEN Department will also receive regular communication from the Senco about the intervention(s) and its effect. The SENCO is always happy to communicate with any parent of a student with SEN whether by telephone, email or face to face meeting.

9. Equality (incl. accessibility) – Michelle do we have an equality/accessibility policy to embed a link to?

‘All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.’ ‘Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.’ (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published July 2014 for implementation from September 2014.)

Redwood School actively seeks to promote the inclusion of students with SEND. We use our best endeavours to ensure that all students with SEND are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEND students to enable them to participate in all school trips and other out of class activities. For more information, **refer to our Equality Policy and Accessibility Plan in the Policies section of our website.**

10.Safeguarding (including Anti-Bullying)

Sinead to insert paragraph summary of school approach to safeguarding and link to relevant safeguarding documents and information on CFC

Anti-Bullying - Redwood School is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community which is seeking to live by strong values. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved. For more information about how our school responds to bullying incidents, please refer to our Anti-Bullying Policy in the Policies section of our website.

11.Facilities for SEND

David can you add in something around SEND facilities and facilities management including Hyrdo and access to leisure centre etc?

12.Key staff to contact are:

Headteacher – Clare John

Contact email: clare.john@redwood-school.com

Deputy Headteacher (SENCO) – Joanne Connor

Contact email: joanne.connor@redwood-school.com

Assistant Headteacher (Transition and Medical) – Adele Navesey Hall

Contact email: adele.naveseyhall@redwood-school.com

Assistant Headteacher (Safeguarding) – Sinead Walsh

Contact email: sinead.walsh@redwood-school.com

SEND Governor:

Complaints – Clare whats best to word/write here?

Complaints about issues to do with Special Educational Needs should follow Redwood's standard procedure for dealing with complaints. Please see the 'Procedure for Complaints' policy on our website or request a paper copy to be sent to you.