



**Reddish Vale High School**

**SEND Information Report**

**Reddish Vale High School and Stockport Council**

Stockport Council's local offer is designed to make it easier for parents, carers and families to find information that they may need about the support available for children and young people with SEND (Special Educational Needs and Disabilities). All schools and academies in Stockport are expected to identify and support pupils with SEND in order to make the best possible progress. Schools and academies are supported to be inclusive and where possible, the needs of pupils with SEND are met in a mainstream setting, where parents, carers and families want this to happen. Stockport's graduated approach document provides guidance on what should usually be available within the school's resources. Schools and academies have a duty to publish SEND information on their website which is updated every year. The questions in this document were developed with parents, carers and families in mind and some schools and academies have chosen to complete this document to provide their SEND information.

### **1. What kind of SEND does the school provide for?**

There are four categories of Special Educational Needs and Disabilities as classified by the SEND Code of Practice 2014. These are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health difficulties
- Sensory and/or physical needs

If a pupil has SEND, then their needs will fit into one or more of these categories. Children with medical conditions will have an Individual Health Care Plan created by our Health and Welfare Coordinator. Pupils with medical conditions with an EHCP will have a health care plan within their Education, Health and Care Plan (EHCP), which specifies the type and level of support required to meet their medical needs.

## **2. How does the school know if children and young people need extra help and what should I do if I think my child or young person has a SEND?**

The graduated approach-Assess

Reddish Vale High School values all its pupils. The school firmly believes that each pupil should be given equality of opportunity to achieve their full potential – spiritually, academically and socially – by recognising the uniqueness of each individual and providing a rich and varied learning experience for all and focusing on achieving the best possible outcomes. Each pupil, regardless of ability, is entitled to a broad and balanced curriculum which is relevant to their needs. The curriculum offered should give all pupils a sense of achievement and thereby help them to develop.

On entry to school, all pupils will be assessed in reading and literacy through programmes including the CAT's programme. This information alongside key stage 2 attainment data and advice gained from primary schools will allow us to determine the level of support each pupil requires. In addition, any external agencies working with the child at Key Stage 2 will contact the school to ensure a smooth transition to secondary education.

Enrolment forms completed when a pupil accepts a place at Reddish Vale High School contain fields in which parents/ carers can share any SEND concerns, in detail, with the school. Parents and carers can also share their concerns with the Special Educational Needs and/ or Disability Coordinator (SENDCo) prior to their child's commencement at the school via year 6 EHCP Annual Reviews (arranged by the child's current primary school)/ Transition Meetings; the Year 7 Welcome Evening through telephone/email contact or through online meetings by appointment.

Information on all new intake pupils is analysed and used to determine the level of support required by each pupil. As a school, we aim to ensure that:

- Children and young people with SEND are educated in an inclusive environment where possible, alongside their peers in order for each child and young person to reach their potential
- SEND is valued and children and young people with SEND develop a sense of confidence, self-worth and achievement
- Children and young people with SEND are able to access the curriculum and their entitlement to a broad, balanced and relevant curriculum is met as part of the whole school community
- Additional support for learning is appropriately matched to wide variety of learning difficulties while enhancing confidence and self-esteem in each pupil
- Children and young people are identified and assessed as early as possible using the revised Code of Practice 2014
- All stakeholders are fully involved in the identification and assessment process, including external agencies, for a more holistic approach to create a knowledge of each child or young person as a whole
- The needs of each child or young person with SEND is met by offering a phased Reddish Vale High School intervention package which is flexible with the most effective and efficient use of available staff and resources
- The needs of each young person with SEND are met by offering additional Quality First Teaching in the classroom, and where necessary an additional Reddish Vale High School intervention package which is flexible with the most effective and efficient use of available staff and resources
- Our knowledge of current SEND methodology and practice is up to date in order to offer the best support and training in each category of SEND for all staff in school

- We maintain links with other schools, specialist provisions and the local authority, to share and develop our practice

All schools and academies in Stockport are clear that provision for SEND is defined as support which is: 'additional to or different from that which is available to all pupils.'

The key staff that you can contact if you think your child has Special Educational Needs are:

SENDCo (Special Educational Needs Co-ordinator): Rebecca Bright Email:

[r.bright@reddish.stockport.sch.uk](mailto:r.bright@reddish.stockport.sch.uk) or

Assistant SENDCo Hannah Yuille Email:

[H.Yuille@reddish.stockport.sch.uk](mailto:H.Yuille@reddish.stockport.sch.uk). Telephone: 0161

477 3544.

In addition to this, you may discuss any concerns about your child's progress with their Year teams or Deputy in charge of Progress who will refer him/her/they to the Inclusion Team if necessary. Reddish Vale High School will endeavour to offer support to those pupils who may be identified as having SEND before or during their school career here by ensuring that:

- We liaise and collect information from primary school for those young people transitioning into year 7 or from the previous school attended for those young people transferring to us mid school career
- Any pupils identified by class teachers at each of the three data collection points throughout the year as performing significantly below expected levels in comparison to their peers and for a prolonged period of time
- Concerns raised by parents, carers and families are heard
- Information sent to school from external agencies is dealt with in a timely manner and information is shared with all staff
- Those pupils identified as having SEND are added to the schools SEND register so that all staff are aware that there is extra support needed
- We are aware of the changing needs of pupils and making sure that the support offered in school reflects this

### **3. How will I know how well my child or young person is doing? and; How will school support me and my child or young person's learning? What opportunities will there be to discuss my child or young person's outcomes?**

The graduated approach - Plan

Reddish Vale High School and the SEND department are committed to improving outcomes for all pupils in our care. Parents, carers and families are very welcome to contact the school and make an appointment with the SENDCo, Assistant SENDCo, pastoral managers or department leaders to discuss your child or young person's attainment and progress. Contact the school's admin team to arrange a meeting at your convenience. Telephone: 0161 477 3544 Email: [admin@reddish.stockport.sch.uk](mailto:admin@reddish.stockport.sch.uk)

Arrangements for planned communication between Reddish Vale High School and home include:

- Telephone or email communication via the information above
- Pupil planners- parents, carers or families can liaise with tutors through this medium

- SENDCo, Assistant SENDCo, pastoral managers and Head of Year are available to meet parents, carers and families to discuss outcomes and learning. All subject teachers are responsible for the outcomes of the children and young people in their lessons.

They are responsible for making sure that their curriculum, while being broad, balanced and relevant; are accessible for all children and young people. Staff will receive ongoing training about additional needs, the learning requirements attached to these and best practice from the most relevant sources. Information about pupils with SEND is disseminated to all teaching and support alongside information about the barriers to learning and appropriate Quality First Teaching (QFT) strategies to support these.

#### The Graduated Approach - Do

Provision offered to support pupils with SEND is bespoke to each child's needs and can include:

- TA support in mainstream classes
- Literacy intervention during registration
- Intensive literacy intervention sessions during curriculum time
- Lego therapy and social story sessions
- Numeracy intervention sessions
- Pastoral, social and homework support
- Small group sessions on literacy with a multi-sensory approach in a small group
- Support with social and emotional aspects of learning
- Mentoring/Counselling sessions
- Farm, forest schools or pet therapy sessions
- Access to sensory toys and room
- Access to the Hive for support
- Referral to and work with the Educational Psychologist or Speech and Language Therapist

#### The Graduated Approach - Review

Teaching staff complete progress updates for all year groups at various points throughout the school year. Some pupils will have additional learning plans. Plans are reviewed and updated using progress information as part of the graduated approach. Progress against targets is assessed and recorded, and new targets are set where necessary. These are shared with parents.

For pupils who have an Education, Health and Care Plan (EHCP), Annual Reviews are arranged as part of the statutory procedure. Progress data for the whole year group is also reviewed regularly to highlight any pupils who are consistently underachieving. This then enables the SEND department and pastoral team to determine any underlying reasons for the lack of progress and arrange appropriate intervention and support.

The SENDCo will ensure that:

- Relevant information for each child or young person is distributed to all staff so we have an awareness of needs in each classroom

- The Inclusion team provide professional development to ensure that teachers are well equipped in meeting the child or young person's needs
- Teachers and TA's meet regularly to discuss and plan how best to meet children and young people's needs
- Quality first teaching is efficiently managed for children and young people with SEND
- TA's offer high quality support in lessons when possible
- Regular intervention sessions are offered throughout the school year where necessary by the Inclusion team during form time and in some cases, in place of specific lessons discussed with parent, carers and families
- Parents are kept informed of any interventions being offered, how these are progressing and of any changes to a child or young person's provision

#### **4. How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?**

All provision at Reddish Vale High School is fully inclusive. With the exception of some withdrawal for those pupils with low reading, literacy or numeracy skills and emotional regulation intervention needs, all pupils with SEND are taught in mainstream classes and are supported in accessing the appropriate key stage of the national curriculum at their level of ability. We offer a broad and balanced curriculum with a range of key stage 4 course options to meet the needs of all learners. Therefore, all subject teachers and TAs referred to as Learning and Behaviour Mentors (LBMs) have a responsibility for meeting the needs of children and young people with SEND. Staff are aware of individuals in their classes with SEND and are equipped with strategies, internal training and information on specific needs in order to ensure that they have all the tools they need to accommodate each child or young person's individual need and support the ethos of inclusion through the planning and delivery of their schemes of learning. This may include differentiated tasks, text appropriate to reading age, as well as seating arrangements, internal testing and assessment.

#### **5. How will the school and its support staff support my child or young person?**

Provision for children and young people with SEND is a matter for all members of the school community. Every leader is a leader of SEND and every teacher is a teacher of SEND. The practice of continuous professional development ensures that all staff, teaching and support staff; are familiar with current SEND policies, practices and intervention.

All pupils with an EHCP and those deemed to require additional support will be placed in a teaching group which is supported by a Learning and Behaviour Mentor where possible and this will allow for additional academic, organisational and pastoral support. Where possible during unstructured times such as break time and lunch time, pastoral support and homework clubs will be available for those children and young people who need that extra support.

#### **6. How is the decision made about the type and how much support my child will receive?**

Our provision is arranged to meet our children and young people's needs within the resources available. This approach reflects the fact that each child and young person requires different levels of support in order to achieve age related expectations. The SENDCo will consult with staff and parents/carers as well as support staff to discuss the child or young person's needs and what support would be the most appropriate.

The decision will be supported by data collection from primary schools in the first instance, together with internal testing and this will determine the level of support a child or young person will receive at SEND support level. This means that provision will come from the school's own resources. The

SENDCo will make the decision on the level of additional support after consultation with colleagues and parents/carers.

Impact of intervention is measured using a number of sources of information: re-testing of standardised scores, improvement in attitudinal scores on progress reports, increase in number of subjects in which a pupil is making good or excellent progress, improvement in attendance, impact on achievement of positive and negative behaviour points.

If, after an appropriate period of time, the pupil continues to make no or significantly less than expected progress in specific areas, then the SENDCo, with consent from parents/carers, will consult with and draw on the advice of appropriate professionals from external agencies. This is to assess whether there is a need to access additional, external support or request assessment for an EHCP. Only a minority of pupils with SEND would require an EHCP (4.3% nationally; DfE, January 2023).

For pupils who already have an EHCP, their required level of support will be summarised in their plan. The school will undertake to carry out the specific requirements outlined in the EHCP and this provision will be reviewed termly as part of the cycle of assessment of impact, and annually as part of the statutory procedure of EHCP annual reviews.

#### **7. How will my child be included with activities outside the classroom, including trips?**

Reddish Vale High School works hard to be an inclusive school. All children and young people are entitled to be included in all parts of the school curriculum and we aim for all children and young people to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This includes specialist information being shared by the SENDCo where relevant and appropriate. Alternative activities which cover the same curriculum areas will be provided by the school in circumstances where it may be considered unsafe for a child or young person to take part.

#### **8. What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in school?**

Reddish Vale High School operates a year group form tutor system which means pupils will be placed into form tutor groups with other children and young people of their own age. This will help aid the transition from primary to secondary school but will also ensure that your child or young person is encouraged to create a community feeling within their tutor group and their year group. It also means that any information on PSHE which is completed in form time will be specific to your child or young person and their age range. This system also means that pupils feel safe and secure in sharing their experiences with a group of children and young people of a similar age. Your child or young person's form tutor, head of year or assistant head of year is the first point of contact for parents, carers and families to discuss issues or concerns with their child or young person's pastoral and social well-being.

In school, we have a school nurse and personal mentors in order to support your child or young person when needed and this will be arranged after a referral process. We work closely with the Therapy team, Stockport Families, CAMHs and other external agencies in order to ensure that we are meeting your child or young person's needs to the best of our ability within the budget of the school. The SENDCo liaises with these and other teams to arrange referrals or ask advice on any issues or concerns arising with your child or young person. Support is also available from the SEND team and mentors for areas such as emotional difficulties, social skills, friendships and relationships, anger management, loss and change and self-organisation.

For those children and young people who struggle with social situations, where possible a quiet space is provided for them during break and lunch times. A space is also available before the school day begins, to prepare pupils for the day ahead and form tutor time. Here, they will be supported by LBMs in order to learn how to manage unstructured social time.

If a pupil is unwell during the school day, then they will contact the year teams. If the pupil is too ill to stay at the school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.

In a medical emergency, appropriate emergency procedures will be followed. All pupils who have severe allergies or other significant health or medical needs are flagged up to all staff throughout the school year. You will be required to update any information the moment these change in order for our records to be kept as up to date as possible.

### **9. What specialist services and expertise are available at or accessed by the school?**

SENDCo, Rebecca Bright and Assistant SENDCo, Hannah Yuille are qualified teachers. They liaise with many specialist services and outside experts to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupil's needs, including:

- Intervention managers support pupils with small group and 1:2 sessions
- Learning Behaviour Mentors are assigned to year groups for in class support and intervention sessions
- Pastoral teams include HOY, Assistant HOY and form tutors
- Health – School Health Advisor, CAMHs, paediatricians, speech & language therapists, occupational therapists
- Children, Families and Social Care –locality teams, social workers, family intervention teams
- The Stockport Inclusion Service
- Sensory Support Service – Hearing and visual impairments
- Specialist Partner Schools within the local authority and outside the local authority depending on the child or young person

All pupils are supported by the pastoral team who work closely with the SEND Department to ensure that extra support is offered where necessary. Each year group has a designated Head of Year, who is a member of teaching staff. This creates a very close tie between the SEND and pastoral needs of a pupil. We employ a policy of restorative practice at Reddish Vale, with an ethos of learning from mistakes and rebuilding relationships, alongside proportionate consequence for behaviour. Teachers have positive behaviour management embedded in their practice. We have a team of mentors in school that work with pupils who have social, emotional and mental health concerns.

### **10. What SEND training have the staff had or are currently having?**

All staff have had training in line with the SEN Code of Practice 2014. There is an on-going rolling programme of professional development for our staff, throughout the school year.

The Stockport Inclusion Service advise and offer training as well as external training services. There will also be internal staff training delivered by the SENDCo and other staff who have had specialised training.

- The SENDCo has a wide range of knowledge and provides staff with training and updates
- Staff are regularly trained on the needs of new pupils joining the school and have regular Inset and briefing update sessions
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the pupils
- The school works closely with other local schools and the specialist outreach services to develop our own knowledge and expertise
- The EP and SpLD teacher and Visual Impairment Team will be offering training sessions to staff across the school

### **11. How accessible is the school environment?**

Our school is accessible for wheelchair users with adaptations and there are designated disabled parking spaces. Adjustments are made according to the needs of the individual pupils and there is an Accessibility Policy. Classrooms are equipped with electronic whiteboards and there are banks of laptops available to book. Any specialist equipment required for individual pupils would be either loaned or purchased following advice from the appropriate specialist service. Changing rooms and accessible toilet facilities are available.

### **12. How are parents and young people themselves involved in the school?**

Pupil voice is valued in Reddish Vale High School and we allow, where it is in the best interests of the child, for decisions to be made by the child about their SEND support. The Student Council and regular pupil voice questionnaires, offer a platform for pupils' concerns to be aired and addressed. Parents/carers are informed when any intervention takes place and regular updates on their child's progress are provided. Parents/carers may be invited in to the school to discuss their child's needs and progress, and for pupils with an EHCP, an annual review will be held with parents/carers and the pupil at which their written and verbal contributions are central to discussions and planning for future provision. Parents/carers' views are regularly sourced by the school.

### **13. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

Our transition lead and pastoral teams will contact feeder primary schools to gain information about all pupils joining the school and will inform the SENDCo, where applicable, of any pupils with barriers to learning. As good working practice, local primary feeder schools contact the SENDCo at transition to raise awareness of the additional needs of individual Y6 Pupils.

For pupils with an EHCP, the SENDCo will either be invited to attend the Y6 annual review meeting by the primary school, or arrange a separate transition meeting. Parents/carers and the pupil are welcome to come to the school prior to the Y6 induction day for a tour of the school and a meeting. The SENDCo will also attend the Welcome Evening for new pupils on Induction Day.

Throughout Key Stage 4, all pupils receive advice on careers in school and through the careers service. Representatives from local schools are also invited into school to offer reassurance and advice to pupils and to gather information about the pupil's ongoing needs. All documents pertaining to SEND are transferred securely between providers.



#### **14. Who can I contact for further information?**

Initial enquiries regarding admissions for pupils should go through the Admissions Team. This will be referred to the SENDCo where appropriate. Concerns regarding existing pupils should initially be raised with the Head of Year or pastoral team. If the issues are deemed to be SEND related, the SENDCo would then be informed.

Please contact the main school number 0161 477 3544. Reception will put you in touch with the Year teams or the SENDCo Rebecca Bright, or Assistant SENDCo Hannah Yuille.

#### **15. How can I find out more information about Stockport's Local Offer?**

Find out more information about the local offer of support which is available for disabled children and young people who have SEND in Stockport Please follow the link:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

**Reviewed September 2023**