



Special Educational Needs (SEN) The School's Offer (2017)

The full range of local support available to support your child both within and outside of school can be found in the Croydon Local Offer for pupils with SEN:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Our policy reflects the SEN Code of Practice and the Disability Discrimination Act. Red Gates School promotes race equality in accordance with the Race Relations Act. Promoting race equality is central to the ethos at Red Gates.

Who are the children we can support and what special needs do they have?

Red Gates is an inclusive primary special school for children aged 4 to eleven years (Reception to Year 6). We provide education for children with severe learning difficulties and autism characterised by associated language, communication, physical and behavioural difficulties and global developmental delay. The school has a child-centred, needs-led philosophy, incorporating educational, care and therapy programmes into our provision. We are committed to education that gives equality of opportunity and high achievement for all children.

Children starting at Red Gates will either have a statement of special educational needs or an education and health care plan (EHCP) or be going through the assessment procedure leading to an EHCP.

How is the school organised?

The school is organised into learning pathways to best support the learning of the individual child.

- The sensory pathway is a sensory based curriculum with high therapy input. Intensive interaction and sensory strategies timetabled throughout the day. Children working above P3ii who require a sensory approach to learning will have access to moderate therapy input. Children are grouped appropriately in regards to ability and social interaction. There is an emphasis on the development of independence and self-help skills.
- The ASD pathway includes ASD strategies such as TEACCH, Attention Autism and PECS timetabled throughout the day. There is an emphasis on the development of independence and self-help skills. Pupils receive appropriate therapy input dependant on need.
- The SLD pathway focuses on peer interactions and life skills with regular opportunities to engage with the community. There is an emphasis on developing literacy and numeracy skills.
- EYFS pupils work on the EYFS framework.

There are approximately eight children in a class supported by a teacher and at least three teaching assistants (TAs) to help all children to join in fully with curriculum activities.

How do children learn and make progress?

Through the curriculum children are encouraged to understand and appreciate cultural diversity and difference. The children's education is also about developing the spiritual, moral, social and cultural (SMSC) aspects of each child and the school as a whole.

Within the first 6 weeks of admission all pupils are assessed using Performance Levels (P levels), to establish a baseline from which future targets can be set. Each child has an individual education plan (IEP) specifically designed to meet his/her special needs. Teaching objectives aim to be realistic, but challenging and are monitored carefully to ensure all children realise their potential.

Self-advocacy and independence is promoted and valued at Red Gates. Every child has the right to be offered and to make choices, to express an opinion and to have that opinion taken into account.

Governors come into school to visit classes and to observe a lesson and meet with teachers to gain an understanding of the curriculum, how children are taught and learn.

How is my child's progress recorded?

Ongoing evaluations record children's progress and achievement. Child profiles reflect the child's progress at Red Gates and move with the child as they progress through the school. Pen portraits specify the individual needs of a child. Annual assessments of children's progress are carried out in the summer term.

On a day to day basis we use the home/ school contact book to share specific achievements and successes. Pupils achievements are also celebrated through awarding certificates.

A photographic record of achievement (RoA) is initiated during the child's first term in school and then updated termly. The RoA is shared with parents/carers at the annual review to show their achievement.

Parents/carers receive a school report at the end of the school year which is discussed at the final IEP review (held in Summer term); this reflects progress made over the course of the school year.

The EHCP review

The aim is to assess the child's progress towards meeting the objectives specified in the EHCP and on targets set at the previous annual review. The EHCP is reviewed annually. Year 6 children are reviewed during the autumn term and Year 5 during the summer term when transition to secondary school is discussed. Reception children are reviewed in the spring and summer term.

The child's teacher is released from the class to attend EHCP reviews. All professionals involved with the child are asked to submit written reports and attend, where appropriate. Social workers for Children Looked After (CLA) are invited to attend.

The parental contribution is central to the whole review process. It is an opportunity for parents to suggest recommendations and comment on their child's progress towards identified outcomes.

Progress on targets set at the previous review will be discussed and minuted. Consideration will be given as to whether amendments to the EHCP are required, due to a change in the needs of the child. The appropriateness of the child's school placement is also discussed. New targets will be jointly planned and agreed by parents/carers, class teacher and Assistant Head or Deputy at the conclusion of the meeting. Progress on 'P'-Level assessments over time and attainment will be discussed.

Parents and professionals will discuss transition to secondary provision at the YR4 and YR5 annual review meeting. Recommendations will be made as to the type of provision for secondary

education. Parents will be advised to visit secondary schools at the Year 4 and 5 annual review and consider appropriate options.

Red Gates as part of the local Selsdon community

Red Gates is an inclusive school and has been awarded the flagship Inclusion Quality Mark in recognition of excellent practice. The school is co-located with Gilbert Scott Primary School and actively promote links with Gilbert Scott and other local schools. Red Gates is part of the Selsdon Education Partnership (SEP) and participates in activities and events with Gilbert Scott, Courtwood, Forestdale Primary Schools, and The Quest Academy (secondary), John Ruskin College and Woodlands Children's Centre who formulate the partnership. We believe in creating an inclusive culture, which extends into the community. The links are of benefit to both mainstream pupils and those with special needs.

How do we work with other services & professionals?

Medical needs are monitored by the school's nursing team, who also provide first aid as necessary. Therapy needs are met by the physiotherapist, occupational therapist, and assistant, music therapist and the speech and language therapist and assistant. All therapists liaise with staff, parents and each other. Red Gates Inter-Agency Group (RIG) has been established consisting of the Deputy, school nurse, educational psychologist, clinical psychologist, Parents in Partnership, social worker and representatives from the therapists (CHS).

Physio, and speech and language therapy programmes and sensory diets are all incorporated into general class activities and are referenced on the pupil's individual education plan as appropriate. Children requiring specific moving and handling strategies have individual profiles. Staff are trained in moving and handling procedures, which are updated regularly.

School staff and therapists work closely together believing that team work and a multi-disciplinary approach is the most effective means of addressing a child's needs.

Teachers receive support and advice on meeting needs of pupils with hearing or visual impairments from specialist peripatetic teachers from the hearing or visual impairment service, which is also incorporated by teachers into children's individual plans.

Some pupils who attend Red Gates have challenging behaviour. Meetings will be required with the class team, relevant members of the Behaviour Team and other relevant professionals to put together strategies to devise a behaviour support plan (BSP). Parents are sent a draft copy of the plan and invited to comment on strategies and make their own suggestions. They are asked to sign the agreement. BSPs are reviewed annually at the annual EHCP meeting and as required.

How do we involve parents?

We are passionate about working with parents. Parents are seen as the partners in the whole educational process. We recognise the importance of developing a partnership, which begins with the first contact with the school. We take into account the views of individual parents in respect of their child's particular needs. Arrangements will always be made to enable parents to meet with staff or therapists at a mutually convenient time should the need arise.

Class teams and parents/carers liaise with each other during the week through home/school books commenting on matters of interest or concern.

We aim to develop a genuinely consultative approach. Parents meet with teachers three times a year to discuss IEP targets and evaluations. Evaluations of the IEPs are sent home in the spring and summer term, reflecting the progress the child has made against the targets set. A school report is produced annually at the end of the school year, detailing progress made throughout the year.

Parent support group meetings are organised giving opportunities for parents to socialise, to see how their child is learning in school and hear from a variety of speakers invited to address matters of particular interest. Parents and families are invited to attend family learning sessions and workshops and school events such as sports morning, celebration of achievements, religious and cultural celebrations.

We have a dedicated Family Support Worker who is available to talk to parents about a range of issues which might be impacting on a pupil's attendance and/or other barriers to learning.

What is the admission process?

Usually admissions take place in September however occasionally pupils are admitted to the school at other times in the year. Pupils transfer from a range of schools e.g. Willow Tree Nursery, St Nicholas School, mainstream schools and nurseries.

Before a child starts in Reception the class teacher and a TA offer to visit parents at home to share information about their child. Home visits are offered to all other new parents during the child's first term in school.

Children are introduced to the school through an initial visit supported by adults familiar to them. Reception pupils start part time for the first two weeks of term so their transfer is smooth and happy. Parents of new children are invited to participate in a 'starter programme' to find out about different services and support available.

What happens when a child moves from Red Gates to secondary school?

Children leave Red Gates at 11 years of age (end of Year 6), but may transfer earlier if the school and parents feel the child's needs could be better met at an alternative school, following the annual review process. Transfer to their next placement is carefully planned to ensure a gradual introduction and a smooth transition. During the transition period children are supported by staff familiar to them from their class at Red Gates.

Priory is our main destination school. We have strengthened our links with Priory and this includes visits from Priory staff to meet the Year 6 pupils at Red Gates. Pupils then join Priory for familiarisation visits once per half term during the Autumn and Spring terms and then again 4 times in the Summer term. Red Gates teachers meet with Priory staff to discuss pupils need, behaviours and class placement.

Closer to transition times multi-agency meetings, which include parents, are arranged to coordinate and facilitate a smooth transition to Priory with meaningful targets and next steps discussed.

What special facilities do we have?

There is a therapy room to accommodate physio and occupational therapy, speech and language therapy and a medical room.

Specialist facilities also include one minibus, a soft playroom, sensory garden, science garden, multi-sensory rooms, cookery, ICT and music therapy room. There is a library and children

borrow books to take home and share with their families. There is a wide variety of specialist educational toys and outside play equipment.

The school is constantly seeking ways of improving facilities and increasing resources to meet the needs of the children.

What specialist skills do staff have?

All teachers and TAs have the skills and expertise to teach and support children with SLD and autism using a range of teaching methods. They are trained in the use of communication systems: Makaton sign language, PECS and use of visual cues to support development of children's communication skills. All staff follow a rigorous induction programme in their first year. Their skills are further developed through ongoing training.

The school has been awarded the Continuous Professional Development Quality Mark in recognition of the outstanding training provided for all staff.

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