

## Policies relating to SEND

- Safeguarding
- Behaviour, Equality and Inclusion

More information can be found on the school website.

### Accessibility and Inclusion.

Our school is fully accessible to disabled people.

In accordance with SEN Code of Practice the school believes that all children with SEN should be fully included in school life. We aim, as much as possible, to support the children with quality first teaching within the classroom alongside their peers.

### Transitions

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition to another setting is as smooth as possible. We work closely with other schools and pre-schools. Parents will always be involved in this process.

### SENDCo & Family Support Worker

Our SENDCo, Rachel Evans, contactable via the school office if parents /carers would like advice regarding SEND.  
Rachel Thomas, our family support worker, is also available for advice and is contactable via the office.

### Finally....

Please get in touch with your class teacher if you have any concerns, we will be happy to arrange to meet with you.

### Further Information:

<http://www.glosfamilies.org.uk/kb5/gloucs/glosfamilies/home.page>

(local authority SEN information)

[www.sendiass.org.uk](http://www.sendiass.org.uk)

(free, confidential and impartial service for parents and carers, children )

### School contacts:

Head teacher—Mrs Sarah Smith

SENDCo— Mrs Rachel Evans

Family Support Worker—Mrs Rachel Thomas

SEND Governor—Mrs Kay Sharpe



## Special Educational Needs and Disability Information Report

Redmarley  
Gloucestershire GL19 3HS  
01531 650277  
admin@redmarley.gloucs.sch.uk  
Head Teacher: Mrs S Smith  
<http://redmarleyacademy.org/>

Redmarley Primary Academy is totally inclusive and we welcome all children. Where a child has a recognised need or disability, we will make reasonable adjustments to meet those needs to ensure your child can thrive in our school.

The class teacher and the SENDCo are your key points of contact to discuss any concerns you have about your child's progress or possible additional learning needs.

## What is SEND?

**Special Educational Needs and Disabilities** is when a pupil may need *additional or different* provision to enable them to achieve their full potential. It is when one or more of the following is a barrier to learning:

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

## Identifying SEND needs

If your child's teacher feels that your child is having a specific difficulty with an area of learning a short term intervention may be put in place and your child's progress will be closely monitored. If after a pre-arranged period of time the child is still not making appropriate progress we will ask you to come in to meet with us to discuss the next steps.

This may take the form of a 'My Plan' which will set specific outcomes and how we intend to achieve them. A date will then be set to review your child's progress against these outcomes.

Generally reviews are held 3 times a year and parents are always invited to these.

## SEND support

This could be in the form of:

- Extra small group work.
- 1:1 support.
- Targeted support in class, and
- Adaptations to lessons.
- Use of specialist intervention materials or equipment.
- Nurture groups.
- Social skills groups.
- Behaviour support.

Interventions may be carried out by the class teacher or teaching assistants. Teaching assistants will be fully trained in the implementation of the intervention and will work under the direction of the class teacher.

The impact of the intervention will be tracked over a period of time by the class teacher and the TA.

If, after 3 'My Plan' reviews it is evident that the child's needs are still not being fully met then a 'My Plan +' will be written.

At this stage a 'My Assessment' will also be created and this will involve a more detailed discussion of the needs of the child and may also involve the wider needs of the family. At this point the involvement of specialist support and outside agencies may be required.

## Additional SEND support

The following outside agencies may be consulted:

- School nurse
- Advisory Teaching Service (ATS)
- Speech and Language Therapist (SALT)
- Occupational Therapist
- Educational Psychologist
- Behaviour support specialists
- Children and Young People' Service (CYPS)

A tiny minority of children will have more complex needs, needed significantly higher levels of support. If this should happen the SENDCo, in consultation with parents and other professionals, may request the Local Authority to undertake a full assessment of the child's needs.

If the Local Authority are in agreement (the process takes up to 20 weeks) then they will draw up an Education Health Care Plan (EHCP) for the child. This will be reviewed annually. The EHCP comes with a set amount of additional funding to meet the child's needs (decided by the local Authority)

More information on EHCPs can be found on the [glofamilies](#) or [sendiass](#) website.