



# SEN Policy and Information Report

<b>Status:</b>	<b>Statutory</b>
<b>Policy reviewed by:</b>	<b>Melissa Hendry</b>
<b>Policy ratified by:</b>	<b>Governing Body</b>
<b>Date of policy:</b>	<b>January 2024</b>
<b>Date of next review:</b>	<b>January 2025</b>
<b>Links to other policies:</b>	<b>Refer to p.2</b>
<b>Signed:</b>	



**2023/24**

Our school ethos is that:

Together we recognise and embrace individuality and nurture learning within a safe and empowering environment so that all can thrive and feel a sense of achievement, belonging and acceptance.

Our School vision is:

A colourful journey where we all become the very best we can be.

Our Special Needs Co-ordinator (SENCo) is our Deputy Head, Vicky Woodgate

Our SEND Link Governor is Katie Goodwin.

Red Gates is a primary special school catering for the needs of pupils with severe learning difficulties, autism and complex behaviour.

All of our policies and curriculum information relate to meeting these complex individual needs.

The following documents contain all the information required about the pupils in our school, their needs and how we meet them.

All of these documents can be found on our website along with a wide range of other information explaining our inclusive ethos and all the work we do to maximise the potential of all of our pupils.

<b>Admissions and Transitions Policy</b>	Explains the needs of the pupils in our school and how places are allocated
<b>Equalities Policy Statement</b>	Explains the different interventions, support and specialist equipment we give to all pupils in the school to ensure that they all have full access to all learning opportunities
<b>A Partnership - Parents and Red Gates School</b>	Explains how we work in close partnership with parents to ensure that we meet the individual needs of all pupils as they move through our school and onward to their secondary provision
<b>Prospectus and Curriculum booklets</b>	Describes our provision and the other agencies who work closely with us and identifies our curriculum and how we differentiate for different abilities and ages, in our different Pathways
<b>Ofsted report October 2017</b>	Judged the effectiveness of our provision
<b>Accessibility Plan</b>	Describes how all our pupils are included in all school activities
<b>Complaints procedure</b>	If parents have any concerns or complaints about the provision in school



<b>Local offer</b>	The link to Croydon Local Offer is on our website under 'Community' and shows the offer by the local authority for all SEND pupils
<b>Accessibility Plan</b>	Explains how the schools physical environment is appropriate for all.

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/>

Red Gates School promotes equality as defined in the Equality Act 2010 and our policy reflects this and the SEND Code of Practice 2015.

Promoting equality is central to our 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 3 to 11 years (Nursery 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 have an Education Health and Care Plan (EHCP) or be going through the assessment procedure leading to an EHCP.

Children who attend our Willow Tree Nursery do not automatically attend Red Gates when they start in reception class. Please see our Admissions Policy.

### **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. Pupils are grouped appropriately in regards to ability and social interaction. There is an emphasis on the development of independence and self-help skills.
- The Autism Spectrum Disorder 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 Learning, Independence and Social Skills (LISS) 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 pupils in a class supported by a teacher and at least three teaching assistants (TAs) to help all pupils to join in fully with curriculum activities.

### **How do pupils learn and make progress?**

Pupils will leave Red Gates as lifelong learners, with the skills, knowledge and interests to access the next stage of their education.

In order to provide pupils at Red Gates with experiences that are relevant, interesting and challenging, while identifying opportunities for progression, we have created a curriculum structure which encompasses 4 pathways.

Red Gates curriculum is responsive to individual pupils, building on strengths, interests and learning styles.

Each pathway provides an individualized and creative curriculum that inspire pupils to develop skills to be effective communicators with knowledge of how to self regulate in order to maintain a calm and alert state where pupils are supported to reach their potential both academically and holistically.

Our thematic curriculums supports a balance of stimulating contexts to ensure breadth and coverage. We are continually developing our learning environments outside the confines of the classroom, promoting learning through positive outdoor experiences and play.

Within the first 6 weeks of admission all pupils are assessed using Red Gates Steps (RG Steps), to establish a baseline from which future targets can be set. Each pupil has an individual Personalised Plan (PP) specifically designed to meet his/her special needs. Teaching objectives aim to be realistic, but challenging and are monitored carefully to ensure all pupils realise their potential.

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

Self-advocacy and independence is promoted and valued at Red Gates. Every pupil 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 lessons and meet with teachers to gain an understanding of the curriculum, how pupils are taught and learn.

### **How is my child's progress recorded?**

Ongoing evaluations record pupil progress and achievement.

- Their SOLAR profiles, including photographic evidence reflect their progress at Red Gates
- Pen Portraits specify the individual needs of a pupil
- 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.

Parents/carers receive a school report at the end of the school year; this reflects progress made over the course of the school year.

### **The EHCP Annual Review**

The aim is to assess your 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.

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

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 is discussed and minuted. Consideration is given as to whether amendments to the EHCP are required, due to a change in the needs of the child. The appropriateness of your 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 RG Steps 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.



### **How do we work with other services and professionals?**

Medical needs are monitored by the Special School's nursing team, who also provide first aid as necessary. Therapy needs are met by Occupational Therapists 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. Occupational Therapy, Speech and Language Therapy programmes and sensory diets are all incorporated into general class activities and are referenced on the pupil's individual Personalised Plan as appropriate.

School staff and therapists work closely together believing that team work and a multidisciplinary approach is the most effective means of addressing each pupil'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 their individual plans.

Some pupils who attend Red Gates have challenging behaviour. Meetings take place as 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, BSN or BSC). 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 and to confirm whether the plan can be shared with Transport. Plans are reviewed annually and discussed at the annual EHCP meeting and as required.

### **What special facilities do we have?**

There is a therapy room to accommodate occupational therapy, speech and language therapy and a medical room. Specialist facilities also include minibuses, a soft playroom, sensory garden, science garden, multi-sensory rooms, cookery, ICT and music therapy room. There is a library and pupils can 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 pupils.

### **What specialist skills do staff have?**

All teachers and Teaching Assistants have the skills and expertise to teach and support children with complex learning needs and autism using a range of teaching methods. They are trained in the use of communication systems, for example: Makaton sign language, PECS, TEACCH, Attention Autism and use of visual cues to support development of pupils' communication skills. All staff members are trained in



PROACT-SKIP-UK. All staff follow a rigorous induction programme in their first year. Their skills are further developed through ongoing training each year.

The school employs two communication assistants that work closely with the SaLT team and communication lead to best support pupils with their communication needs.

### **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 and class emails, 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 Personalised Plan (PP) targets and evaluations. Evaluations of the PPs 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.

Parents are invited to join their child in class each term, these visits provide an opportunity for parents to bring the home/school book to life and ask any questions they may have to the class team.

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 pupil starts in Reception, the class teacher and a Teaching



Assistant offer to visit parents at home to share information about their child. Home visits are offered to all other new parents during their child's first term in school.

Pupils 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.

Please see our Admissions and Transitions Policy for further details.

### **What happens when a pupil moves from Red Gates to secondary school?**

Pupils 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, pupils are supported by staff familiar to them from their class at Red Gates.

Priory and Addington Valley Academy (AVA) are our main destination schools. We have strong links with them both and this includes visits from their staff to meet the Year 6 pupils at Red Gates. Pupils then their secondary school 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 and AVA 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.

Social stories are written for pupils to shared at school and home. Uniform from the new school is shared with pupils.

Please see our Admissions and Transitions Policy for further details.

### **Red Gates as part of the local community**

Red Gates is an inclusive school and has been awarded the Flagship Inclusion Quality Mark in recognition of excellent inclusive practice.

The school is co-located with The Quest Primary School and actively promote links with The Quest Primary School 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 strongly believe in creating an inclusive culture, which extends into the community as the links are of benefit to all.

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