



**Redmoor Academy**

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## **SEN Information Report**

**2019**

Regulation 3 Special Educational Needs and Disabilities (Information) Regulations (2014)

School/College Name: **Redmoor Academy**

Address: **Wykin Road, Hinckley, Leicestershire, LE10 0EP**

Telephone Number: **01455 230731**

Name of Head Teacher/Principal: **Mr M. Nicolle**

Head Teacher/Principal's contact details: **office@redmooracademy.org**

Website address: **www.redmooracademy.org**

Facebook account details: **www.facebook.com/redmooracademy**

Twitter Feed details: **www.twitter.com/redmooracademy**

School/College Specialism: **Mainstream school**

Age Range of students: **11 - 16**

Date of Last Inspection: **June 2013**

Outcome of last inspection: **Requires Improvement**

Does school/college have a specialist designated unit/additional learning support department? **No**

Total number of students with special educational needs at college/setting: **126**

Total number of students receiving additional support: **126**



## 1. The kinds of Special Educational Needs and Disabilities for which provision is made at Redmoor Academy.

Redmoor Academy strives to be fully inclusive. The school is a mainstream secondary school which meets the needs of students regardless of Special Educational Needs and Disabilities to ensure that all students make the best possible progress.

Redmoor Academy does not refuse admission to students with Special Educational Needs and Disabilities and does not discriminate against students that live either inside or outside the catchment area on grounds of Special Educational Needs and Disabilities.

Sharing information and data between the main feeder schools and the SEND department at Redmoor Academy begins in the summer term of students being in Year 6. If a parent/carer of the child wishes to provide additional information they should contact the school either via email: [office@redmooracademy.org](mailto:office@redmooracademy.org) or by telephoning 01455 230731.

Liaising for students with an Education, Health & Care Plan commences with the SENDCo from Redmoor Academy attending their Annual Review at the beginning of Year 6 and throughout the year with additional visits being arranged on request.

Should a parent or carer have any concerns about a child, they should contact the Inclusion Co-ordinator/SENDCo Mrs O'Keeffe: [lokeeffe@redmooracademy.org](mailto:lokeeffe@redmooracademy.org), so that further investigation can be organised.



## 2. Information about **Redmoor Academy** policies for the identification and assessment of pupils with Special Educational Needs and Disabilities.

On entry to Redmoor Academy, a mainstream school, students undergo baseline assessments to provide greater evidence and support information/data from the main feeder schools, together with valued information gained from parents/carers prior to enrolment and or concerns from teachers, tutors or SEND department. This enables Redmoor Academy to make informed decisions as to whether a student has any Special Educational Needs and Disabilities, whether previously identified or not. Redmoor Academy is committed to continually re-evaluating the needs of all its students through analysis of data. It actively encourages a close partnership with regards to Special Educational Needs and Disabilities between schools and the student by having one-to-one sessions to discuss their views and with parents/carers via meetings where upon we discuss their child and their needs in greater depth.

The SEND Team comprises not only Inclusion Co-ordinator/SENDCo, Assistant SENDCo, LSAs, TAs, STAs, HLTAs, Key Workers, but also has both a Literacy Co-Ordinator and trained Phonics/Literacy staff as well as a designated Year 7 catch-up co-ordinator. In addition, Redmoor Academy also facilitates and encourages the involvement of outside agencies to promote a holistic approach for students with Special Educational Needs and Disability.

To support this further, Redmoor Academy's SEND department meet regularly to discuss students with Special Educational Needs and Disabilities, enabling up-to-date, cohesive and effective support both in and out of the classroom setting.

The SEND department benefits from close links with the pastoral team having daily and weekly meetings to ensure needs are met and that staff are aware of students' needs.



### 3. Information about **Redmoor** policies for making provision for students with Special Educational Needs and Disabilities, regardless of having an Education, Health and Care (EHC) Plans, including:

- a) How Redmoor Academy evaluates the effectiveness of its provision for such students.

Redmoor academy's provision for students identified as having Special Educational Needs and Disabilities is evaluated and tracked throughout the year by subject teachers, head of subject departments, the pastoral team and our SEND department. This is fed back to parents/carers and outside agencies at given times throughout the year.

In addition, students with Special Educational Needs and Disabilities will have sessions where they will have an opportunity to discuss their progress and views with a member of the SEND department. A record is kept of these meetings.

The SENDCo will also provide SEND updates and in-house training to staff when a need is identified. The SENDCo is also a member of the Senior Leadership Team which enables them to give feedback on current developments and to implement changes needed to continually improve standards and provision.

All available data, such as previous attainment targets, intervention data, SEND department observations, parental input, outside agency reports and consultation with the student will be used to evaluate whether any additional support has had an impact on the child's educational progress and to support future interventions and support if required.



b) Redmoor Academy's arrangements for assessing and reviewing the progress of students with Special Educational Needs and Disabilities.

All students with an Educational Health & Care Plan will have a review at least once a year or sooner if outlined within the statutory guidance advice provided within their plan.

Documentation is sought from all interested parties such as the student, parent/carers views and evaluation and a whole school report together with outside agency reports. These are shared prior to a meeting at a mutually agreed time which usually takes place at Redmoor Academy and the student is welcome and encouraged, with parental consent, to attend.

Progress of other students with Special Educational Needs and Disabilities and those with an Educational, Health and Care Plan will be monitored by the procedures outlined in 3(a) and an interim report is issued twice a year. Parents/Carers will also have the opportunity to attend a Parents Evening, giving opportunity to discuss any issues with the individual subject teachers. Alongside this, parents/carers have the option to meet with the SEND department twice a year to further discuss their child's progress.

A one page profile is prepared for all students with an Education Health Care Plan. This is driven by the student themselves and would give any adult involved in their care an insight into their thoughts, concerns, ambitions and needs, to be able to fully access the whole school experience.

On a day to day basis parents/carers can contact Mrs A. Constable, the assistant SENDCo, from the SEND department either via telephone or email to discuss progress.

The effectiveness of our provision is monitored by feedback from all interested parties and is measured in the progress that individuals as well as groups make.



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c) **Redmoor Academy's** Approach to teaching students with Special Educational Needs and Disabilities.

At Redmoor Academy we recognise that all students must be given the opportunity to experience and succeed in as many activities as possible.

On entry into Year 7 students are placed in mixed ability teaching groups for all subjects except maths. Current research shows that mixed ability teaching improves outcomes for middle ability and lower ability pupils. The needs of all of the students are met through quality first teaching and where necessary teaching assistants give additional support within lessons.



d) How Redmoor Academy will adapt the curriculum and the learning environment for students with Special Educational Needs and Disabilities.

Redmoor Academy is committed to providing the highest quality education for all its students. We have high expectations and offer a broad, balanced and differentiated curriculum to ensure full curriculum entitlement and access. On entry in to Year 7, students take a baseline assessment in English to further support KS2 data and inform our Literacy Co-Ordinator who provides both one-to-one and small group sessions.

All teachers at Redmoor Academy are committed to delivering quality first teaching and will use a range of strategies and resources to make sure that students enjoy and achieve within their classrooms. For example, writing frames, the use of symbols or coloured paper or overlays ensure that students with additional needs are able to access the curriculum alongside their peers. All departments have literacy packs to enable them to promote literacy skills across the curriculum.

If the parent/carer of a child with a specific learning difficulty or disability is considering enrolling them at Redmoor, it is advised that in the first instance they contact Mrs A. Constable, the Assistant SENDCo from the SEND department to discuss their needs.

Redmoor Academy strives to be a fully inclusive school. The main building is on one level and has wheelchair access to all student teaching areas and ramps to enable access to all teaching areas. Adjustable desks and stools/chairs are available for any classroom and there are maps in every classroom and maps for individual students.

Under section 316 of the Education Act 1996, if a parent/carer wishes to have their child with an Educational Health & Care Plan educated in mainstream, the LA must provide a place, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent incompatibility.

Any personalisation of the curriculum via a student's timetable would be considered and built around an individual need in relation to their ability, capacity and potential.



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e) **Redmoor Academy** will provide additional support for learning that is available to students with Special Educational Needs and Disabilities.

Redmoor Academy is an inclusive school with strong commitment to meeting the needs of all our students. Redmoor's SEN team work together with all staff to ensure that lessons include a range of tasks and ways of working and that all extra curricula activity is accessible to all students. We also provide a range of additional support for students who have been identified as having a specific need. These might include:

Differentiation within classes

Pupil Passport

Liaising with Primary Feeder Schools

In-class support

Individual/small group withdrawal sessions for Literacy and Numeracy

Year 7 'catch-up' intervention

Gifted and talented groups

Mentoring

Regular in-house SEND meetings

Pastoral support

Mrs A. Constable, the assistant SENDCo, manages the day-to-day running of the SEND department, working under the leadership of Mrs L. O'Keeffe, SENDCo, together with a team of teaching and support staff. Our SEND department can be contacted via:

Email: [office@redmooracademy.org](mailto:office@redmooracademy.org) Telephone: 01455 230731



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f) Activities available for students with Special Educational Needs and Disabilities in addition to those available in accordance with the curriculum.

All students at Redmoor Academy have access to all activities offered and where necessary, additional adult support could be available to assist your child at after school activities and on school trips. Parents/Carers will be asked to meet with Redmoor Academy staff to plan appropriate support where necessary.

Students are made aware of opportunities through daily bulletins and internal school publicity. Notices will be read out in tutor time and assemblies and can be published on screens throughout the school alongside specific opportunities for groups being published via staff and notices in their classes or assemblies.

Should a student wish to take part in a trip or activity the SEND department will liaise with staff and parents/carers to ensure appropriate provision and maximum participation is available.



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g) Support that is available for improving the emotional and social development of students with Special Educational Needs and Disabilities.

At Redmoor Academy we are committed to helping all children stay safe, healthy and enjoy their time at Redmoor and to help them to grow into mature and caring young people who make a positive contribution to Redmoor Academy and the wider community.

All students have a tutor who they see daily. At key times such as breaks and lunchtimes they also have access to the pastoral team and our school nurse who offers both a 'drop-in' clinic and one-to-one sessions. In addition, we have, when identified, timetabled group intervention sessions such as Speech and Language, Social & Emotional Aspects of Learning, Anger Management and Handwriting intervention. We also employ the facilities of a counsellor and pastoral listener who both provide bespoke sessions on a weekly basis. Redmoor also refers to other agencies for student and family support whenever possible.

Students also have a Student Council known as the Junior Leadership Team. Representatives are available to students to contribute their views on school life and access our Peer Mentoring Team – a team of trained students to support issues such as bullying.



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**4. The name of and contact details of SEN co-ordinator/Manager of Special Educational Needs or Disabilities (SEND)/Additional Learning Support Department.**

Should you wish to contact Redmoor Academy's SEND Department, please contact:

Mrs. L. O'keeffe

Either via:

Email: [lokeeffe@redmooracademy.org](mailto:lokeeffe@redmooracademy.org)

Or

Telephone: 01455 230731



## **5. Information about the expertise and training of staff in relation to children and young people with Special Educational Needs and Disabilities and about how specialist expertise will be secured.**

At Redmoor Academy we maintain the training of staff in relation to Special Educational Needs and Disabilities as a priority.

In recent years staff at Redmoor have received external training on strategies to support students with difficulties such as Dyslexia, ADHD and Autism.

Redmoor also actively seeks the guidance and training from specialist agencies such as:

Autism Outreach

Diabetic Nurse

Educational Psychology Service

Hearing Impairment Service

Occupational Therapy

CAMHS

Social Services

Specialist Teaching Services

Sight Impairment Service

ADHD Solutions

Dorothy Goodman Special School – although they are a separate school on four sites, the KS3 satellite provision is adjacent to the school and there is a high level of collaboration.



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**6. Information about how equipment and facilities to support children with Special Educational Needs and Disability will be secured.**

Redmoor Academy's budget is used to provide a wide range of support. All our staff work very hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent on their need. To ensure we achieve this goal we seek the work of outside professionals such as Occupational Therapy and specialist nursing teams.

Support for students with the highest level of need will be outlined in their Education, Health & Care Plan and for those with lower levels of support, which will be paid for by Redmoor Academy.



## **7. The arrangements for consulting parents/carers of children with Special Educational Needs and Disability about, and involving such parents/carers in, the education of their child.**

Redmoor Academy actively encourages the three way communication between students, home and school as this close positive relationship plays a vital role if a student with SEND is to reach their full potential both at school and for the world beyond. Therefore, Mrs A. Constable is available to discuss students at any point either via email, telephone or during an arranged appointment time.

Parents/Carers will also receive regular reports and be invited to attend a meeting to discuss their child's progress. In addition, parents/carers of children identified as having Special Educational Needs and Disabilities will have interim reviews where they are invited into school on a one-to-one basis to discuss their child's progress.

Students with an Education, Health & Care Plan will, in addition, be reviewed annually or as stated in their plan.



## **8. The arrangements for consulting young people with Special Educational Needs and Disability about, and involving them in, their education.**

Redmoor Academy actively encourages young people to be involved in their education by consulting them not only when there is new data available during timetabled tutorial session, but in addition, students recognised as having SEND will have interim reviews when they have one-to-one sessions with a member of the SEND department and Key Workers.

Together with this, at timetabled intervals, we seek the views of students with Special Educational Needs and Disabilities through questionnaires about their schooling, learning and wellbeing.

Redmoor Academy recognises that for some students it is easier to talk to their parents/carers rather than outwardly share their wishes or concerns, therefore Redmoor offers parents/carers evenings where they have the opportunity to not only meet their child's class teachers and the SEND department but, at any point, they can telephone or email to either talk to a subject teacher or their child's form tutor. The school also consults parents/carers via questionnaires which are issued throughout the year.

Students with SEND are not discriminated against and have full access to any student voice groups e.g. Junior Leadership Team.



**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of students with Special Educational Needs and Disability concerning the provision made at the setting**

At Redmoor Academy we would encourage parents/carers of students with Special Educational Needs and Disabilities to, in the first instance share their concerns with Mrs A. Constable and then liaise with the SENDCo, Mrs L. O’Keeffe. If these concerns persist, contact with the Governing Body should be made to Mr C Kealy, Chair of Governors, c/o Redmoor Academy.



## **10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with Special Educational Needs and Disabilities and in supporting the families of such students.**

Redmoor Academy consults and involves a variety of outside agencies and groups to meet the needs of students with Special Educational Needs and Disabilities and has access to the full range of LA Specialist Services in Education, Health and Social Care (see the LA Local Offer).

These include:

Educational Psychology Service – our Educational Psychologist is Mr S. Dexter

Autism Outreach – Ms A. Levy

Hearing Impairment Service

CAMHS

Social Services

Home Start

Leicestershire Cares

Diabetic Nurses

School Nurse

Medical Professionals

Counsellors

Burbage and Hinckley Independent Learning Centre

ADHD Solutions

These are in addition to training that our staff have received which includes in areas such as whole school training regarding Autism Awareness and Support Strategies for students with Dyslexia.



## **11. The contact details of support services for the parents and carers of students with Special Educational Needs and Disabilities, including those for arrangements made in accordance with clause 32.**

SEND Information Advice & Support can be contacted via:

Abington House  
85 Station Road  
Wigson  
Leicestershire  
LE18 2DP

Telephone: 0116 305 5614

E-mail: [sendiass.leics.gov.uk](mailto:sendiass.leics.gov.uk)

How do they help families?

They help in a number of ways, including:

- Advice and information over the telephone
- To meet with a sendiass Officer in person
- Support at meeting with school/local authority
- Help writing reports

What services do they provide?

The PPS provides a range of flexible services including:

- Support and information over the telephone
- Keeping a register of Independent Parental Supporters
- Providing parents with an Independent Parental Supporter on request
- Training for Independent Parental Supporters
- Written information for parents about special educational needs
- Assistance for parent support groups
- Arranging independent mediation between parents and the LEA or school
- Family Support Groups

If you are considering your son or daughter joining Redmoor Academy you are invited to contact the Special Educational Needs and Disabilities department:

E-mail: [office.admin@redmooracademy.org](mailto:office.admin@redmooracademy.org) or telephone: 01455 230731

Advice on SEND support across Leicestershire can be found in the 'Local Offer' which can be accessed via: [www.leics.gov/localoffer](http://www.leics.gov/localoffer)



## **12. The setting's arrangements for supporting students with Special Educational Needs and Disabilities in transferring between phases of education or in preparing for adulthood and independent living.**

Redmoor Academy works very closely with local primary schools to ensure a positive transition for all students especially those with SEND. Our main feeder primary schools are: Richmond Primary School, Battling Brook Primary School, St. Margaret's Church of England Primary School, Higham on the Hill Primary School and Westfield Junior School.

Redmoor Academy has strong links with post 16 establishments such as North Warwickshire and Hinckley College and John Cleveland 6<sup>th</sup> Form, and continue the holistic approach in order to ensure they are aware of the needs of students and further prepare for adulthood and independent living and lifelong learning.



## **13. Information on school/college contribution to the publication of the local authority's local offer.**

All Local Authorities are required to publish information about the services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities (SEND). Part of this process is the publication of Redmoor Academy's 'Local Offer'.

Leicestershire County Council has published this document which is known as the:  
'Local Offer'.

The Local Offer covers services and support from Health, Education and Social Care and Leisure Services to enable to clear and improved choice for families.

Leicestershire County Council's 'Local Offer' can be found at:

[www.leics.gov.uk](http://www.leics.gov.uk)

In addition the 'local offer' can be found on Facebook by following this link:

<https://www.facebook.com/Leicslocaloffer>