



Redborne Upper School

SEND Information Report

Academic Year 2024-2025

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Nikki Brennan - September 2024

Table of Contents

Table of Contents	2
1. Glossary of Terms	3
2. Introduction	3
3. What is SEND?	4
4. What is disability?	4
5. Accessibility	5
6. What types of SEND are provided for at Redborne Upper school?	5
7. What is our approach to teaching students who have SEND?	6
8. How do we identify children and young people with SEND and assess their needs?	6
9. What are the arrangements for assessing and reviewing a student's progress towards outcomes?	7
10. Who should I contact if I want to find out more information or think my child may have SEND?	7
11. What are the arrangements for consulting families of children with SEND and involving them in their child's education?	8
12. What can a parent/carer do to support their child at school?	8
13. What are the arrangements for consulting with a student with SEND and involving them in their education?	8
14. How does the school involve external support?	9
15. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?	9
16. What adaptations are made to the curriculum and the learning environment of children and young people with SEND?	10
17. How are resources allocated and matched to a student's SEND needs?	10
18. What expertise and training do staff complete, to support children and young people with SEND?	10
19. How do students with SEND engage in activities outside of the classroom?	11
20. What support is available for improving emotional and social development?	11
21. What are the arrangements for handling complaints from families of children with SEND about the provision made at the school?	11
22. References	12
Appendix 1 - Graduated Approach	13
Appendix 2 - Key responsibilities for staff	14
Class teachers are responsible for:	14
Subject Leaders / Head of Faculties are responsible for:	14
The Special Educational Needs Co-ordinator is responsible for:	14
Assistant Headteacher, Nikki Brennan, is responsible for:	15
The Headteacher, Olly Button, is responsible for:	15
The Governors will ensure that:	15
Governors with responsibility for SEND:	15

1. Glossary of Terms

- ADHD - Attention Deficit Hyperactivity Disorder
- ASD - Autistic Spectrum Disorder
- EHA - Early Help Assessment - This form is used to state the strengths and needs of children and is used to make sure those needs are met.
- EHC Plan - Education Health & Care Plan
- Dashboard - this is where we share relevant information about the students and their needs. The student also has a section where they share their needs for all staff to see.
- Student Passport - a summary of information detailing the extra targeted provisions for a student with SEND.
- SENDCo - Special Educational Needs Coordinator
- SEND - Special Educational Needs and Disability
- SEND Register - Special Educational Needs and Disabilities Register. This is an up-to-date list of all students whose needs are such that they need additional Special Educational Needs Support above and beyond quality first teaching and pastoral support. This covers students on wave 3 and 4. Students on wave 1 and 2 may have additional needs, but are met with reasonable adjustments. They are NOT on the SEND register and do not sit under the remit of the SEND team.
- NFL - neuro diverse lead staff
- TA - Teaching Assistant

2. Introduction

2.1 Welcome to our SEND Information Report, which forms part of the Bedfordshire Local Offer for students with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79).

2.2 This report is also fully compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually. The SEND Information Report also applies to all students who are looked after by the Local Authority and have SEND.

2.3 This document is to advise Redborne families with children who present with Special Educational Needs and Disabilities on the provision that is available at Redborne Upper School. It should guide families when deciding if Redborne Upper School is the right educational setting for their child.

2.4 When we talk about “provision”, we mean what we are able to provide to meet the needs of a student and help them make progress at school, which is appropriate to their age.

3. What is SEND?

3.1 At different times in their school career, a child or young person may have a special educational need. The SEND Code of Practice (January 2015) defines Special Educational Need (SEND) as:

‘A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they’:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age; Or
- (b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

3.2 If a learner is identified as having SEND, we will make a provision which is “additional to” or “different from” that is provided for students without a SEND (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.

3.3 It is important to note that not every pupil making slower progress has SEND. Some pupils may make slower progress for a reason unrelated to SEND, such as a gap in their learning.

3.4 Additionally, children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3.5 However, some pupils for whom English is an additional language may also be identified as SEND if their needs meet the criteria above.

4. What is disability?

4.1 The Equality Act, 2010, gives the following definition of disability:

“A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term negative effect on their ability to do normal day-to-day activities.”

- ‘substantial’ is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed
- ‘long-term’ means 12 months or more

4.2 This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer.

4.3 Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation.

4.4 Students at Redborne Upper who have a disability but do not have SEN are recorded on our SEND register and their needs are identified. Our facilities for helping disabled learners to access the school are described fully in the school's Accessibility Plan, available at Redborne: [Policies and Statutory Information](#)

5. Accessibility

5.1 Our school is a safe and accessible building and we do our best to make it welcoming to the whole community.

5.2 All safeguarding procedures and risk assessments are in place and adhered to by all staff. We aim to support students with a disability to access our facilities to help SEND students throughout our school.

5.3 We can timetable most lessons downstairs; we have one disabled toilet in each area and a lift to access the library.

5.4 We are a split site school, spread over 40 acres and students need to move between buildings to access all lessons.

5.5 Some students are given additional time to move between lessons if appropriate.

6. What types of SEND are provided for at Redborne Upper school?

6.1 There are four broad areas of need shown below. We recognise that a student's needs may fall into one or more categories.

6.2 Communication and Interaction: Students with speech, language, and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to; understanding what is being said to them or they do not understand what is being said to them. They may not understand or use social rules of communication. Children with ASD can have more prevalent difficulties with social interaction due to deficits in their understanding and connections between language, communication, and imagination, which then impacts on how they relate to others.

6.3 Cognition and Learning: A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific Learning Difficulties (SPLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people will need support in the curriculum and may have associated mobility and communication difficulties.

6.4 Social Emotional and Mental Health (SEMH): Children and young people diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum.

Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education. We try to signpost to external agencies - support nationally for SEMH services is stretched.

6.5 Sensory and or Physical Needs (SI/PD): Children and young people with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum. Some with physical disability (PD) may need additional and ongoing support or resources to enable them to access opportunities available to their peers. SEND provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

7. What is our approach to teaching students who have SEND?

7.1 Quality First Teaching is the most effective tool for supporting all students to learn and make progress. Where a student is not making progress based on an identified SEND need, then we use a graduated approach to support them.

7.2 To ensure teaching is of a consistently high quality, we use a range of methods to do this including regular lesson observations, looking at students' work and shadowing a student across their lessons to see if needs are being met. Staff CPD is ongoing and this year, as part of a 3 year plan, one of our strategic priorities is meeting the needs of students with SEND in order to improve both their outcomes and attendance.

7.3 All teachers and SEND support staff will be informed about your child's individual needs and will differentiate their lessons and make reasonable adjustments to meet these needs. This may involve using different strategies, more practical/adaptation of resources and activities, to enable your child to access the learning.

7.4 Within school, there are a variety of staff roles to help us support your child. Where it is felt it is the right thing to do, a student will be offered additional help and support, in which case you would be informed. There are ranges of interventions which are available, and should your child need this, a discussion will be held with you.

8. How do we identify children and young people with SEND and assess their needs?

8.1 The statutory guidance for identification, assessment and provision of SEND is documented within the Code of Practice and is based on a model known as the 'graduated approach'.

8.2 Using the graduated approach, students will be identified on the school's SEND systems at the appropriate level, which is accessible to all staff. A visual representation of the system can be found in Appendix 1 (page 13).

8.3 The SENDCo in conjunction with teaching staff, subject leaders and form tutors, closely monitor the progress and attainment of students with SEND (wave 3 and 4 on the SEND register).

8.4 A student may have additional needs if:

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child's previous rate of progress

- Progress fails to close the attainment gap between the child and their peers
- The attainment gap widens
- It can also include progress in other areas than attainment (p84 Code of Practice document).

8.5 However, identification may also be because of:

- Teacher concern
- Following up parent/carer concerns
- Tracking individual student progress over time
- Liaison with feeder schools on transfer
- Information from previous school
- Information from other services

8.6 If further assessment is required, we use a variety of assessment tools appropriate to the area of need, to support us in identifying specific areas of difficulty, to explore appropriate intervention and provision to support the child with their needs.

8.7 If a child or family needs a more in-depth assessment, we request the support of outside agencies and often a referral can be made.

9. What are the arrangements for assessing and reviewing a student's progress towards outcomes?

9.1 All students, including those with SEND, are assessed on a regular basis, in accordance with the school's assessment policy.

9.2 Teachers formally assess and review progress and attainment, which is communicated to families by a progress check that is sent home termly.

9.3 Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.

9.4 SEND students identified at wave 3 and wave 4 of the graduated approach will have review meetings as required. An example of our APDR form can be found in Appendix 2.

9.5 All students with an Education, Health & Care Plan have an Annual Review, where a discussion can be held around the progress made in meeting the outcomes stated in the plan.

10. Who should I contact if I want to find out more information or think my child may have SEND?

10.1 If you have any concerns about your child's progress, your first point of contact should always be the form tutor.

10.2 Following this communication, the form tutor will contact the relevant person to discuss these concerns, if appropriate. This is the first step in the graduated response of students' needs.

10.3 The contact details for members of staff who are able to support students and families with additional needs (those on the SEND register) are:

Ms N Brennan	Mr B Middleton	Miss L Lopez
Assistant Headteacher	SENDCo	Deputy SENDCo
nikki.brennan@redborne.com	SEND@redborne.com	SEND@redborne.com

11. What are the arrangements for consulting families of children with SEND and involving them in their child's education?

- Student and parent voice informs all outcomes and next steps for a child.
- We will notify the parent/carer when a student will receive SEND support (wave 3 or 4).
- We will draw attention to available support from outside of school (e.g. Special Educational Needs and Disability Advisory Support Service - S.E.N.D.I.A.S.S.).

12. What can a parent/carer do to support their child at school?

12.1 The most important factor is to get your child into school and lessons. Nationally, 1 in 5 students with SEND have what is called persistent absence (less than 90%), which is an average of one day absent from school per fortnight. At these low figures, the chances of gaining a grade 5 in English and maths become small.

12.2 Support with organisation - check their bag, provide food and drink, resources and stationery. If your child is in receipt of the pupil premium and organisation or buying goods is an issue, do let us know.

12.3 Attend parent events and let us know if you are unable to attend so that we can see how we can get in touch in other ways.

12.4 We publicise courses and events in our SEND newsletter and these support parenting a child with additional needs. As we use strategies from these courses too, it means the child receives a consistent approach, which is particularly helpful for our neurodiverse students.

12.5 The best way to support your child is to work with us as a team.

13. What are the arrangements for consulting with a student with SEND and involving them in their education?

13.1 Students are encouraged to take part in pupil voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to outcome setting and reviewing, and reflect on their learning and achievements.

Form tutor mentor meetings take place at least termly.

13.2 All students who identified as having SEND will have a Pupil Passport (information on the dashboard), where they can share their views of how they would like to be supported within the classroom.

14. How does the school involve external support?

14.1 Redborne Upper school has developed effective working relationships with a wide range of external professionals and agencies.

14.2 These include:

- The Local Authority
- Hearing and Visual Impairment Service
- SALT
- The Child Protection Service
- Social Services
- The Educational Welfare Officer
- Virtual school
- ASD advisory services (Ivel Valley)
- Umbrella Outreach
- Cognitive outreach (Wetherfield Special school)
- Children and Adolescents Mental Health Services (CAMHS)

14.3 These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with the Local Authority and uses the Early Help Assessment process when appropriate to do so.

14.4 A variety of support services are available for the families of students with SEND:

- Early Help Assessment (contact the Pastoral teams at school through the child's form tutor)
- [SENDIASS](#)
- [Central Beds Local Offer](#)

15. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

15.1 Transitions can be a complex and daunting time for some of our students. We offer:

- SEND transition meetings between schools
- Support with college and post-16 applications
- College visits
- Support for parents/carers with college courses, apprenticeships and other suitable post-16 vocations
- Extracurricular visits

15.2 Students who may find the transition to Redborne a daunting or challenging experience, will be offered additional opportunities to visit the school before they move in September.

15.3 From Year 9, transition planning starts for the move into Key Stage 4 and from there into Sixth Form, college, or employment.

15.4 For students with SEND, where it is deemed necessary, additional information is gathered and shared with further education providers, to ensure the most appropriate provision and support is available.

16. What adaptations are made to the curriculum and the learning environment of children and young people with SEND?

16.1 Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities.

16.2 This may include studying fewer option choices; additional literacy or numeracy; nurture groups; intervention groups and attendance at Local Authority approved Alternative Provisions.

17. How are resources allocated and matched to a student's SEND needs?

17.1 SEND resources are allocated based on evidence of need and effectiveness.

17.2 The SENDCo writes a Provision Map which plans any reasonable adjustments, additional support and resources to support a student with SEND. This helps the school plan and budget how it will support and enable students to achieve their potential.

17.3 A child may find that they need more support at certain times of their school journey and working with the student and parent/carer, we try to adjust provision to meet changing needs.

18. What expertise and training do staff complete, to support children and young people with SEND?

18.1 Annual training covering various aspects of SEND will be offered to all staff as part of the School's CPD programme.

18.2 Staff have received and continue to receive training across all areas of need identified in the SEND Code of Practice.

19. How do students with SEND engage in activities outside of the classroom?

19.1 A large range of extra-curricular activities are available at Redborne. These are open to all students, including students with SEND.

19.2 Day and residential trips are open to all students.

19.3 Your child's specific needs can be discussed if they wish to join a trip.

19.4 The accessibility of each trip is assessed on an individual basis. All reasonable steps are taken to ensure participation.

19.5 The Extra-Curricular timetable is available on the school's website.

20. What support is available for improving emotional and social development?

20.1 At Redborne, each student is in a tutor group and has a form tutor who will be with them as they progress through the school. This provides continuity and builds a strong relationship between form tutor, students and parents/carers.

20.2 All students receive a programme of pastoral education and where required, we offer a variety of specialised 6 week programmes to identified students to support emotional and social development.

20.3 The year team offers additional support to each student as required. As stated before, the form tutor should be contacted in the first instance.

21. What are the arrangements for handling complaints from families of children with SEND about the provision made at the school?

21.1 We hope by maintaining regular dialogue between families and the school that you will not have cause to make a complaint.

21.2 However, if you do, the process is outlined below:

- Contact the SEND Co-ordinator, Mr B Middleton SEND@redborne.com or admin@redborne.com
- Should the complaint not be resolved satisfactorily at the meeting, please refer to our complaints policy.

21.3 We offer an open invitation to a parent support group for those who look after children with SEND. This currently runs once per half term and an invitation is sent to those parents whose children are on wave 3 or 4 of the SEND register.

21.4 Every Wednesday, there is a parent drop in option for all parents to meet the

Headteacher, Mr Button and Ms Brennan. It is after school, 3.10 to 4.10pm. Please come to North school reception-an appointment is not required.

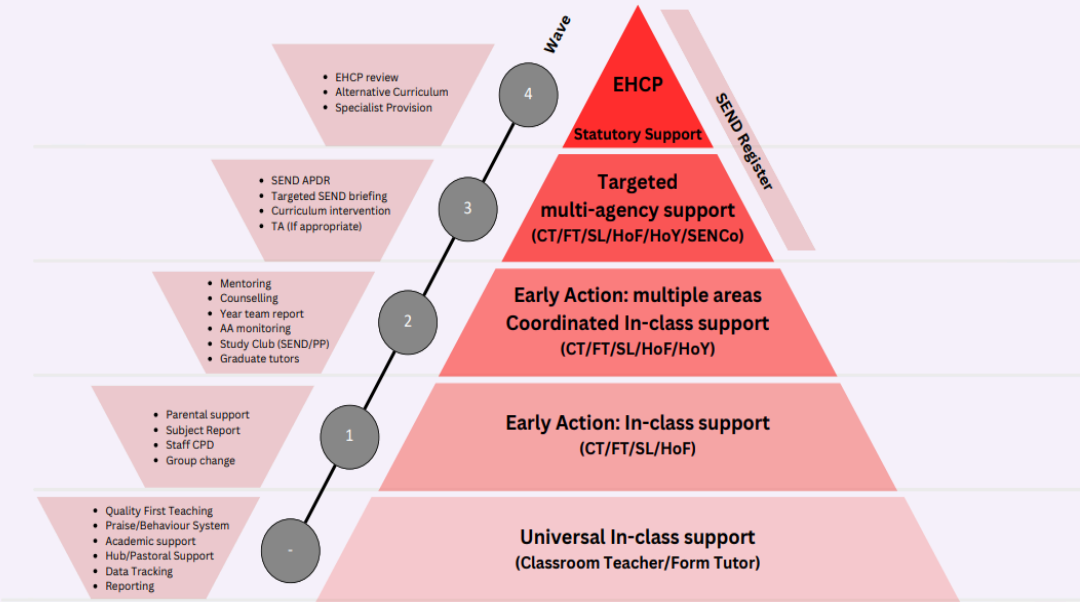
22. References

22.1 The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEND information report.

22.2 This can be found at: <https://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>
Special Educational Needs and Disability Code of Practice: 0 to 25 years (published by the Department for Education, January 2015 and available for download at:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Redborne Graduated Approach.pdf

Redborne Upper School Graduated Approach



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Appendix 2 - Key responsibilities for staff

Class teachers are responsible for:

- The progress of each student in their lessons, including students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion.
- Planning and delivering individualised programmes for SEND students, taking into account the student profile to ensure the needs of the student are met.
- Where relevant, making appropriate use of the Teaching Assistant. The Teaching Assistant is there to assist; responsibility for the class sits with the teacher.
- Being familiar with the needs of students in their class who have SEND, and to be familiar with all information as set out on the dashboard.
- Contributing to the child's student profile (as required) and APDR cycle.
- Making themselves aware of policy and procedures for the assess, plan, do, review graduated response.
- Giving feedback to parents/carers of students with SEND.

Subject Leaders / Head of Faculties are responsible for:

- Ensuring that the requirements of SEND students are met in the Schemes of Work and that any examination course followed takes into account the needs of the students.
- Ensuring that progress is made for all SEND students in their subject area.

The Special Educational Needs Co-ordinator is responsible for:

Ensuring that the school staff as a whole, SEND support team and in particular teaching staff are meeting the requirements of SEND students:

Resolving any complaints, where the form tutor/class teacher/subject leader has been unable to do so.

- Keeping the Senior Leadership Team informed about SEND issues.
- Overseeing the day-day operation of SEND policy and procedure.
- Ensuring that an agreed, consistent approach is adopted.
- Co-ordinating provision for children with SEND.
- Liaising with and advising other staff.
- Supporting class teachers and relevant teams in devising strategies, drawing up Student Profiles, setting outcomes appropriate to the student's needs, advising on appropriate resources and materials for use with students with SEND, and on the effective use of materials and personnel within the classroom.
- Maintaining the school's SEND register and records, together with monitoring and evaluating the School's provision of support and progress of children with SEND in ensuring a graduated approach.
- Liaising with the parent/carer of children with SEND needs.
- Contributing to the CPD provision for staff.
- Key point of contact with external agencies especially the Local Authority.
- Liaising with SENDCos in other schools to help provide a smooth transition from one school to the other.
- Keeping up-to-date on the latest legislation, guidance and best practice regarding SEND.

- Monitoring students' progress.
- When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

Assistant Headteacher, Nikki Brennan, is responsible for:

As part of the drive to improve SEND outcomes and attendance, the Assistant Headteacher will oversee the work of the learning support department and support the SENDCo in his role.

The Headteacher, Olly Button, is responsible for:

- The management of all aspects of the School's work, including provision for all students with SEND.
- Keeping the Governing Body informed about SEND issues including progress of SEND students.
- Working closely with the SEND personnel within the school.
- Ensuring the implementation of policy and procedures to do with SEND.

The Governors will ensure that:

- SEND provision is an integral part of the school development plan and the necessary provision is made for any students with SEND.
- All staff are aware of the need to identify and provide for students with SEND.
- Students with SEND join in with school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students.
- Redborne has followed the requirements of the SEND Code of Practice (2015).
- A parent/carer is notified if the school decides to make special educational provision for their child.
- They act as a critical friend to challenge and support, as appropriate the school's SEND provision.
- There are appropriate staffing and funding arrangements, and oversee the school's work for students with SEND.
- The quality of SEND provision is high and regularly reviewed.
- They approve the SEND policy and report on an annual basis.

Governors with responsibility for SEND:

Beth Woodward: bwoodward@redborne.com

Elaine Tebbutt: etebbutt@redborne.com