



## SEN Information Report

### Red Marsh School SEN Information Report

<b>School/Academy Name and Address</b>	<b>Red Marsh School</b> <b>Holly Road</b> <b>Thornton Cleveleys</b> <b>FY5 4HH</b>	<b>Telephone</b> <b>Email</b>	<b>01253 868451</b> <b>admin@redmarsh.lancs.sch.uk</b>
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<b>Name and contact details of your school's SENCO</b>	<b>Jenny Slater</b> <b>Headteacher</b>  <b>Red Marsh School</b> <b>Red Marsh School</b> <b>Holly Campus</b> <b>Willow Campus</b> <b>Holly Road</b> <b>Ringway</b> <b>Thornton Cleveleys</b> <b>Cleveleys</b> <b>FY5 4HH</b> <b>FY5 2NL</b>		

### Parent Questions

#### 1. What kind of Special Educational Needs (SEN) provision is available at Red Marsh School?

Red Marsh Special School offers places for pupils aged 2 – 19. Pupils have a wide range of needs including pupils with Moderate Learning difficulties (MLD) pupils with Severe Learning Difficulties (SLD), pupils with Autism (ASD) and pupils with Profound and Multiple Learning Difficulties (PMLD). Throughout the school some pupils have additional needs arising from sensory impairments and physical disabilities. Our dedicated and experienced staff team have expertise in all these areas. All pupils attending school have an Education Health and Care Plan (EHCP). For the arrangements of admissions, see our admissions policy.

Red Marsh School is an outward facing school, with a comprehensive and successful outreach programme.

#### 2. How do we know if your child needs extra help and what should you do if you think your child or young person has Special Educational Needs?

Our school staff are experienced in assessing the needs of pupils with SEN and Disability, where necessary assessments are sought from a multi-disciplinary team including an Educational Psychologist and Health Care professionals. If you think your child has a Special Educational Need which our school can meet you should contact the Special Educational Needs office on 01524 581138. Once you have contacted the office school will be happy to arrange a non-prejudice visit where you will be shown around our outstanding provision.

#### 3. Where can you find information about the school's Special Educational Needs policies?

Red Marsh School has a wide range of policies to ensure we meet the needs of our pupils all of whom have Special Educational Needs and Disabilities. These policies are available from the school office and many are included on our school website [www.redmarsh.lancs.sch.uk](http://www.redmarsh.lancs.sch.uk)

### **3 a. How do we evaluate the effectiveness of our Special Educational Needs provision?**

The school uses a wide range of strategies to assess and evaluate the effectiveness of our provision this includes: observation of pupils and their work; analysis of performance data and outcomes; views of parents /carers, pupils, staff and a range of multi-agency staff. The school also uses a range of external audit tools to ensure outstanding provision.

Awards successfully gained by school include:

- Rated 4 x as an Outstanding Provider for SEND Education (Ofsted)
- International Schools Award;
- Leading Parent Partnership Award
- Healthy School Status.

### **3b. How do we assess and review the progress of your child?**

Rigorous assessment techniques are used throughout school these include observation of pupils and their work; discussion with parents and carers and the systematic tracking of pupil progress against expected outcomes.

EHC Plans for pupil's aged 5-19 (EHCP) are formally reviewed each year in line with the guidelines from the current Code of Practice. The EHC Plans can be reviewed more frequently at the request of anyone working with the pupil. In line with current legislations, for pupils aged 2 – 5, the EHC Plans are reviewed every 6 months.

The EHC Plan and, subsequently, the Annual Review are used to inform each child's Personalised Learning Intention Targets (PLIT). Personalised Learning Intention Targets are monitored daily summative assessment takes place five times a year. Interim reviews can be held according to need.

Outdated EHC plans are updated by the school and proposed targets are set.

### **3c. How does school approach teaching pupils with Special Educational Needs?**

Our dedicated staff team ensures the curriculum is accessible for all in an inclusive environment. The team employ a wide range of teaching and learning approaches to inspire learning and ensure progress for all.

All our pupils receive, as appropriate:

- A stimulating and ambitious curriculum with personalised learning outcomes and activities to meet individual need, appropriate to the age of the pupils
- Personalised targets and strategies including: communication and interaction; cognition and learning including literacy and numeracy; social, emotional and mental health and physical and sensory
- Small classes with a high ratio of staff to pupils
- A total communication environment
- Personalised sensory intervention programmes
- Modified resources and strategies to support learning and recording of pupil's work
- A wide range of resources including: inclusive ICT resources; objects of reference. visual timetables; signs and symbols and multi-sensory resources
- Programmes to develop attention and concentration skills
- Programmes to support personal and social development including self-help, independence skills and self-regulation skills
- Advice from Speech and Language Therapists, Physiotherapists and Occupational therapist

- Specialist adult support to structure learning situations.
- High levels of supervision to ensure safety particularly at unstructured times.
- Programmes to support social and emotional development with individual targets
- Individual regulation targets and strategies shared with home and school
- Staff trained in de-escalation techniques
- Support for mobility and healthcare needs enabling safe and full access to all learning opportunities.
- Support to develop fine and gross motor skills.
- Individual physical targets and strategies shared with home
- Swimming lessons for pupils in year 6 and year 10
- Hydrotherapy swimming sessions for pupils with a physical disability
- Accessible PE lessons
- Implementation of Individual Care Plans Opportunities to learn outside the classroom in the community
- Homework opportunities
- All sixth form students have personalised work experience programmes and college placements
- All sixth form students have access to a range of accreditation and qualifications which meets their needs
- All sixth form students have opportunity to develop their independence skills within our 'Sixth Form Learning Lodge'
- An online learning classroom, 'Showbie' for home school learning

Additional need is met through: increased staffing levels, specialist resources; individual therapy programmes; a range of intervention strategies including specialist physical education programmes and sensory intervention programmes; advice from specialist Inclusion and Disability Support Services.

### **3d. How have we adapted the curriculum and learning environment to meet the needs of your child?**

The school provides a highly specialist curriculum to meet the needs of all our pupils including:

- A total communication environment including specialist curriculum delivery by a teacher and TAs. These staff have understanding of how to adapt the curriculum to meet individual need including how to simplify language and use assistive communication such as Makaton, PECs, communication aids
- Modified resources and strategies to support learning and recording of pupils work
- Wide range of resources including: inclusive ICT resources; objects of reference. visual timetables; signs and symbols and multi-sensory resources
- When recommended by a therapist, specialist Physiotherapy and Occupational Therapy aids are incorporated into the daily routines of school.

We are a two campus school; Willow campus and Holly campus. Willow campus caters for our EYFS and the majority of our primary children. Holly campus caters for some of our primary; our secondary and 6th form aged pupils.

Our Holly campus is a recently modernised accessible single storey building with a calm and friendly atmosphere. The school building is fully wheelchair accessible and comprises of:

- Well-resourced classrooms including two sixth form bases

- A 4D Immersive Learning Zone
- Access to age appropriate play and or leisure areas
- A large hydrotherapy pool for swimming lessons and water therapy sessions
- A sensory room
- A wide range of inclusive technology
- Fully accessible toilet and changing facilities
- Specialist furniture including adapted seating
- Two mini buses, with lift and provision for wheelchairs are available to facilitate learning in the community
- A kitchen that prepares healthy lunches; all lunches can be adapted to meet dietary and feeding requirements
- A gastrostomy food preparation area
- An exercise track' developing woodland area
- Horticultural areas and poly tunnel where pupils are encouraged to grow their own food
- Therapy and health care base / family support room
- Sixth Form 'Learning Lodge'

**The Willow campus school building comprises of:**

- Well-resourced classrooms including a nursery
- Access to age appropriate play and or leisure areas
- A sensory room
- A wide range of inclusive technology
- Two mini buses, with lift and provision for wheelchairs, are available to facilitate learning in the community
- Toilets and a fully accessible changing room

**3e.How do we decide about the type and amount of support your child will receive?**

We constantly review our provision to ensure we are meeting all our pupils' individual needs.

Resources including staffing are allocated according to the principle of equality of opportunity taking into account the individual needs of each child as identified in their EHC Plan, banding documentation and the schools provision mapping.

Where a learner's EHCP indicates the need for additional resources to those specialist resources we provide for all our learners or where need is identified following a formal assessment and review, resources will be allocated as soon as possible.

**3f.How will school support your child to engage in the many activities that take place at Red Marsh?**

Red Marsh School prides itself on being a totally inclusive school. All pupils are engaged in all aspects of the curriculum, achieved through the dedication of our highly trained staff; specialist resources and specialist curriculum programmes. When education provision is provided off site, all pupils are supported by a member of school staff, who is familiar with the needs of the pupil.

**3g.How will we support the Emotional and Social Development of your child?**

Personal and Social Development (PSD) including emotional development and nurture provision is a core curriculum entitlement for all pupils. In addition, in order to meet the needs of all our pupils, the school accesses the following specialist provision:

- Therapy services are commissioned by health including, Occupational Therapy, Physiotherapy, Speech and Language Therapy.
- Where need is identified school can access support from an educational psychologist, clinical psychologist and the Learning Disability Team.
- School works closely with social workers to help meet the needs of pupils and their families
- The Education Business Partnership (NW) Ltd provide impartial advice regarding opportunities available in adult life.

#### **4 Who is responsible for the Special Educational Needs of all the children at Red Marsh School?**

The overall responsibility lies with the headteacher and through her with the staff of the school.

#### **5. How will we ensure that your child is taught and supported by staff who are well trained and experts in working with children with Special Educational Needs?**

To ensure we provide the best possible education for our pupils, all our staff have regular SEN disability and awareness in-service training, this begins with a rigorous induction programme supported by an experienced mentor and continues with an annual programme of continuous professional development.

#### **6. How accessible is the school environment for your child?**

At Willow and Holly campus the school environment both indoors and outdoors are fully accessible.

#### **7. What arrangements are available for consulting with you as a parent or carer?**

The school values the strong relationship built between parents/carers and school staff; believing that the sharing of information between home and school is essential in ensuring all our pupils are challenged to meet their true potential in all aspects of learning. As part of the school's induction programme parents are introduced to school staff. During the induction to school parents are made aware who they should contact if they have concerns.

There are many opportunities for parents to communicate with and provide feedback to school these include:

- Induction visits and meetings
- Parent Teacher and Friends Association
- Parent / carer workshops
- Coffee and chat afternoons with other parents and home school link worker
- Electronic home school diary, accessed through each child's online classroom, 'Showbie'
- Annual parental questionnaire
- An open door policy

In addition parent/carers are encouraged to ring or visit school if they: require support; have any concerns or wish for further information regarding their child. If a parent/carer requires support accessing information or attending school steps will be taken where practical to provide support

The educational progress of the pupils is shared throughout the year through a formal planned programme including:

- Annual Review meetings

- Personalised Learning Intention Targets
- Meet and Greet the teacher evening
- Parent/carer evening
- End of Year Reports
- Interim meetings
- Information shared via our online classroom, 'Showbie'

Opportunities to discuss a child's progress can also occur at any time and informal opportunities to share achievements with parents are encouraged for example through star of the week certificates, electronic home school diaries, telephone calls and meetings.

**8. How will we consult and involve your child in their education?**

Communication strategies personalised to meet the needs of all our pupils allow the school to be confident that everyone has a voice. Strong relationships between pupils and staff ensure pupil voice is heard and acted upon. The School Council meets regularly and the views of the School Council are valued and acted upon.

As many of our learners have communication difficulties it is vital to elicit the views of parents and carers as an important safeguard. School provides many opportunities for parents and carers to communicate their views with school.

**9. What can you do if you have a complaint concerning the provision made for your child at school?**  
See schools Complaint Policy, available on the school website.

**10. How will we involve other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of your child and family?**

As an outstanding special school we are committed to meeting the needs of our pupils and families through a multi-agency approach. When a need is identified the school works hard to draw these services together.

**11. What additional help and support is available for your family?**

We strongly value our partnership with parents/carers if parent/carers require support or wish for further information they are encouraged to ring or visit school and speak to the class teacher, Senior Leadership Team or home school link worker. If a parent/carer requires support accessing information or attending school steps will be taken where practical to provide support

School is able to sign post families to a range of support including advice and guidance from

- Our health and therapy care team
- LCC Transport
- Social Care
- Advocacy Services including SENDIAS
- Support agencies and counselling services
- Educational and clinical psychologists

**12. How will we support your child when they transfer between phases of education or prepare for adulthood?**

The school works with parent /carers and other professional involved in the life of the child to create individual transition programmes matched to the needs of each pupil The transition plans may include home visits, visits to other settings, visits to school, gradual transition programmes and the sharing of booklets/information containing photographs. Successful transitions to a new class or school are ensured by information sharing and individual transition plans.

Pupils aged 12 – 19 work with school, parents/carers, transition workers from Social Care and Young People Services to support their preparation for adulthood. Impartial careers advice is provided by the Transition Workers.

Pupils aged 12 -19 have a transition plan highlighting their aspirations for the future.

‘Opportunities Fair’ are available where parents and young people can explore the opportunities open to them in adult life, including further education, employment, independent living and participation.

Our whole curriculum builds from nursery to the end of EOKS5 helping all our pupils to develop the skills knowledge and attitudes to live fulfilling lives in the wider community.

Our sixth form curriculum specifically designed to prepare students for life beyond school; for example

- Preparation for supported or independent living the curriculum develops a student’s independent living skills
- Preparation for further education the curriculum provides planned opportunities for all students to explore different colleges and courses they offer
- Preparation for supported employment or apprenticeships. Students have planned opportunities for work experience placements

The school works hard to ensure 100% of leavers successfully transfer to their chosen destinations.

### **13. Where will you find information about the LEA Local Offer?**

You can find our Local Offer on our school website [www.redmarsh.lancs.sch.uk](http://www.redmarsh.lancs.sch.uk). You will also find a link to the Local Authorities Offer by clicking the SEND tab on our home page. This will lead you to Lancashire Schools Local Offers and additional SEND information.

This policy has been written with regards to the following: section 69(2) of the Children and Families Act 2014; regulation 51 and schedule 1 of the SEND Regulations 2014 and section 6 of the SEND and Disability code of practice 0 to 25 years.