



### **How will I be involved in discussions about and planning for my child's education?**

- You will be invited to meet with the class teacher and senior member of staff for an annual review of the statement. Before the meeting you will receive a copy of the teacher's review, an updated language report and a form to note any comments you wish to make.
- Pupils also complete an activity with the class teacher, using whatever form of communication is most appropriate to them, such as, photographs and symbols to indicate what they like about school or what they want help with and you will get a copy with the annual review.
- You will also receive at the end of the year an annual report covering all areas of learning that your child has taken part in, again with a form for you to record your views and responses.
- You will receive a termly Individual Education Plan for you to respond to and agree any priorities you feel are important with the class teacher.
- You will also receive a short report on your child's progress in that term and a copy of the timetable with information about what units of work they will cover in the next term.
- All pupils have a home school communication book that you can use to communicate with the class teacher on a daily basis.

### **How will school staff support my child?**

- Your child will be part of a class group where one teacher will deliver all the activities supported by a team of Learning Support Assistants.
- The class teacher will plan for the most appropriate support for your child and discuss this with you.
- Some additional staff in school will also be involved in your child's education, for instance, the PE and music teachers, our Pastoral and Learning Support Workers for activities outside of school and additional support where required for some areas of learning.
- We work with your agreement with other professionals to make sure we are meeting all your child's needs, for instance, working to implement consistent behaviour support programmes at home and in school, ensuring any complex health needs are supported so that your

child can attend school for the maximum amount of time, or integrating therapists work into the school day.

- If your child requires any form of additional support school staff will liaise with the LA or other agencies on your behalf to ensure those needs are met.

### **How will the curriculum be matched to my child's needs?**

- The school will firstly ensure that this is the most appropriate placement for your child and that their needs fall within the designation for the school, that is; a secondary school for pupils with severe learning difficulties or profound and multiple learning difficulties and who may also have additional needs i.e. Autism, aged 11 to 19.
- The school offers a curriculum that is designed to be accessible to pupils with severe or profound learning disabilities and is delivered either through mixed ability groups or some groups specifically for pupils with profound and multiple learning difficulties or severe autism and we will agree the best means of delivery for your child with you when they join the school.
- We will liaise with and utilise other professionals such as, educational psychologists and therapists to make sure the delivery of activities in school, to your child, takes account of any physical, sensory or behavioural barriers to their learning.

### **What support will there be for my child's overall well-being?**

- The school operates a half termly multi-agency group where we can pass on requests for support or help from parents or those identified by the school itself to the relevant agency that can provide help.
- The school has a nursing team on site to ensure that pupils' health needs are met and that they can be supported to attend school for the maximum time possible.
- The school has two staff, (pastoral and learning Support Workers), whose job it is, to support the class teams with any additional activities around pupils' well-being.
- The school has excellent safeguarding procedures and the well-being and safety of our pupils is at the centre of what we do.

### **What specialist services and expertise are available at or accessed by the school?**

- The school has access to the full range of therapists and works closely with educational psychologists, Child and Adolescent Mental Health Services, Social Care, Disabled Children's Service) and health staff to ensure we address all potential needs. We meet half termly as a team to ensure referrals are made quickly and to the correct service.
- Medical staff are based on site full time.
- Physiotherapy staff are based on site full time.

- The school can refer to Occupational therapy and Speech and Language Therapy.
- The school has a designated link Educational Psychologist.
- The school buys in specialist Occupational Therapist assessments for pupils' sensory needs.
- The school also works closely with the teams that support pupils with visual impairment or hearing impairment.

### **What training are the staff supporting children and young people with SEND had or having?**

- All staff receive training in approaches to working with pupils with severe or profound and multiple learning difficulties.
- Training includes, use of augmentative and assistive communication, i.e. makaton, PECs (Picture Exchange Communication), use of switches and communication aids.
- For pupils with autism specific training in classroom management and organisation to support those pupils (TEACCH).
- For pupils with additional medical or physical needs specific training in the use of equipment to support health needs, i.e. suction, oxygen, feeding, manual handling and the use of positioning equipment such as standing frames, walkers and side lyers.
- All staff are trained to support pupils who may present with challenging behaviours; identifying triggers planning support programmes de-escalation and if required physical intervention.
- All staff have an annual review of their training needs and staff new to the school or new into teaching have these areas as a priority for their individual training programme.
- The school has 5 days each year where all staff, teaching and support staff, take part in specific training to support our pupils under those key headings, communication, behaviour support, additional needs i.e. Autism and teaching & learning for pupils with sever or profound and multiple learning difficulties.

### **How will my child be included in activities outside the classroom including school trips?**

- All pupils have access to activities outside of the school classroom on a weekly basis using the school's three minibuses.
- All pupils are offered the opportunity to take part in residential educational activities during their time in the school.
- All pupils are offered the opportunity to take part in after school or lunchtime clubs at some point during their time in school.

### **How accessible is the school?**

- The school building is fully wheelchair accessible with appropriate toilet and changing facilities.
- Doors in the main circulation areas are operated by push button.
- The school is due to move to a new building in April 2015 that will be fully accessible and meet all requirements in terms of access for people with physical or sensory impairments.

## **How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?**

### **JOINING THE SCHOOL**

- When your child has been allocated a place in the school we will discuss with you and with the school they are currently in, what is the best programme for helping them to transfer into the school.
- We will provide opportunities to come to school to visit, join in lessons, attend specific activities, provide resources to help the transfer process, (a book or CD with photographs of the buildings and the staff), that parents and carers can use to help prepare for the change of school, time for the receiving teacher to visit the pupil in their current school and arrange for transfer of information between key professional if required i.e. nurses, therapists etc.
- We will arrange for their key records to be transferred in advance so that their needs are planned for accurately as soon as they join the school.

### **LEAVING THE SCHOOL**

- When pupils are due to leave the school we plan well in advance with you and involve key services such as social care and 'Connexions', (who help plan for pupils onward education after 19 when they leave school), to make sure that the transfer to adult provision is smooth and well planned.
- This includes giving the young person and their parent the opportunity to have a person centred plan and a health passport if they are not already in place. We also work with Health and social care to ensure young people have had their continuing care assessment completed.
- We liaise with any organisation identified as providing care or education to pupils leaving school including attending meetings to provide them with information, facilitating their staff to get to know the young person while still in school, facilitating familiarisation visits for the young person to the new setting and ensuring key information and records are passed on.
- For young people with very complex needs our half termly multi-agency meetings are used to ensure there is coordination between the different services to help a smooth transition process.

## **How are the school's resources allocated and matched to a child's or young person's special needs?**

- The school receives a base amount per pupil attending the school with a top up dependent on their primary need as identified in their statement.
- The school uses this money to implement a basic staffing structure model (average class size 8 pupils with 1 teacher and 2 support staff). This model is then adjusted year on year and class by class dependent on pupils' age and needs. For example some class sizes are smaller, (5/6 pupils with higher staff ratios for pupils with complex health needs or pupils with severe autism) and some may be bigger, (maximum of 10 pupils). Additional factors to be taken account of would be number of pupils requiring personal care, number of pupils with additional physical needs such as wheel chair users or medical needs i.e. severe epilepsy or pupils who require additional support for challenging behaviour.
- Where an individual pupil has been identified as having an additional need beyond that which can be supported through the basic staffing structure the annual review process is used to identify and quantify that need and an application may be made to the LA for additional funding usually in the form of additional staff, i.e. a child who needs 1:1 support for a medical need such as tracheostomy care.
- The school's additional budget is used to fund equipment that may be identified through assessments either from teaching staff or other professionals who support us. An example would be the purchase of specific communication aids, sensory equipment to help the pupil regulate their behaviour or specialist seating or equipment to allow a pupil to access the curriculum.

### **How is the decision made about what type and how much support my child receives?**

- The first step in deciding what and how much support a pupil needs is when they join the school and is based on the information in the assessments that make up the statement of special educational need. If the statement confirms the pupil meets the designation for the school, that is; having severe or profound and multiple learning difficulties with or without additional needs such as autism, then the standard provision of the school would be seen as sufficient. The school in consultation with parents/carers and the current school would then make a decision whether the pupil would benefit most from being in one of our specialist classes or a mixed ability group.
- Once in school the class teacher will assess the pupil and make recommendations to the Senior Leadership Team, (Head teacher, Deputy Headteacher, 3 Assistant Head teachers), as to whether any additional resources are required to ensure the pupil can be supported in the best way possible. This is discussed with and parents are asked for their views at the annual review meeting or via the termly responses to the Individual Education Plan.
- Final decisions about allocation of additional resources are taken by the Senior Leadership Team of the School including input from the

business manager if there are financial implications and affordability is an issue.

### **How are parents involved in the school? How can I be involved?**

- Parents can be involved in many ways in school;
- Communicating daily with the class team via the home school book.
- Attending annual reviews and responding to the termly reports and end of year report.
- Becoming a parent governor.
- Joining the PTFA.
- Attending workshops for parents.
- Attending and helping with whole school events, i.e. the school play, art exhibition day, Christmas fair, Enterprise fair.
- Supporting fund raising events by pupils for charities and when pupils are running mini-enterprises.
- Responding to questionnaires and surveys
- Using the school website for information.

### **Who can I contact for further information?**

- In school if you have a query about how your child is progressing or any other aspect of their provision the first point of contact is the class teacher
- If they are unable to answer the query the next point of contact will be a senior member of staff usually the Base leader for that area of school.
- If the query relates to the well-being of the pupil in terms of a health or therapeutic issue we will ensure you speak to the relevant therapist or health professional involved.

To find out more about the school, to receive a prospectus or arrange a visit please visit the school website, [www.redbridgehighschool.co.uk](http://www.redbridgehighschool.co.uk) or contact the school office on 0151 5255733 or via email [Redbridge-ao@redbridge.liverpool.sch.uk](mailto:Redbridge-ao@redbridge.liverpool.sch.uk)

