



"Where every person matters"

SEN Information Report		
What do we do?	How do we do it?	How do we know?
What types of SEN do we provide for?	<input type="checkbox"/> Redwood is a special community school for students aged 11-19 with significant special needs: MLD, SLD, PMLD & ASC.	<input type="checkbox"/> School Website/Census
How do we identify and assess pupils with SEN?	<input type="checkbox"/> All students at Redwood have an Annual Review of their Education, Health and Care Plan. <input type="checkbox"/> Rochdale SEN Team have a clear protocol for deciding on which students need to attend Redwood which are based around the needs outlined in each students' individual EHCP.	<input type="checkbox"/> Rochdale Admissions Policy
Who is our special educational needs coordinator (SENCO) and how can he/she be contacted?	<input type="checkbox"/> Our school SENCO is Miss Joanne Connor <input type="checkbox"/> She can be contacted at Redwood School on 01706 750815	<input type="checkbox"/> School Website

<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<ul style="list-style-type: none"> ❑ At Redwood we strongly believe that parents and carers are key stakeholders in our school community, and we try to involve them in all aspects of school life. Partnership with parents plays a key role in enabling young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and best ways of supporting them. All parents of children with SEN will be treated as partners and supported to play an active and valued role in their children's education. ❑ All students at Redwood have a student planner which is used for home/school communication on a daily basis. 	<ul style="list-style-type: none"> • Parent View Feedback • School Calendar • School Newsletter • Heads Blog • Social Media
	<p>The planner also shows the term dates over the year and includes a home/school agreement, which is signed by parents and students.</p> <ul style="list-style-type: none"> ❑ Staff communicate regularly to parents via phone calls particularly where urgent information needs to be sought from or passed to parents. ❑ Formal and informal meetings between school staff and parents take place regularly. ❑ Annual Reviews are held once a year for each student. ❑ The school website holds a range of different information about the school, e.g. information about the staff and governors, specialist support from external agencies, curriculum, pupil premium, specific school policies, etc. ❑ Parent Voice – this is an online questionnaire, available through the school website and during parents' evenings, where parents can give their views about Redwood. ❑ New intake parents' meetings – all parents of Year 6 students are invited for additional meetings and to gain a range of vital information about their son/daughter starting at Redwood. 	

	<ul style="list-style-type: none"> ❑ Parents evenings are held throughout the year for all year groups; during these meetings parents will be fully informed of the progress their son/daughter is making at school. ❑ Each student receives an Annual report towards the end of each school year which highlights the progress they have made over the year in each subject area. ❑ Awards morning is held around October each year – this is a lovely opportunity for parents to attend and see their son/daughter receiving prizes for all their hard work. <p>Redwood Facebook page to celebrate the achievement of our students and share with parents/carers and the wider community</p> <p>A digital communication apprentice has now been employed to support with communication outside and inside school.</p> <p>Parent groups will run throughout the year for parent and carers and these will be a more social experience so meeting outside school in local cafes going on local walks etc. These will be on a range of date and are during the day as well as evening.</p> <p>PTA group will run for parents who want to be more involved in fund raising and developing good links between home and school.</p>	
How do we consult with pupils with SEN and involve them in their education?	<ul style="list-style-type: none"> ❑ Student voice – Redwood has a student council. The council meet to discuss school issues and make decisions about the school. 	<ul style="list-style-type: none"> ❑ Annual Reports ❑ Student Council Minutes
	<ul style="list-style-type: none"> • Where appropriate students have an input into their annual review through attending the review or presenting their work. The students work on their pupil participation where they share their ideas for the future with what their hopes and dreams as well as what they like to do and how people can help support them. 	

	<ul style="list-style-type: none"> • Student questionnaires are used during the year to illicit responses from the students about a range of different things. 	
How do we assess and review pupils' progress towards their outcomes and work with parents and young people as part of this assessment and review?	<p>We use a range of systems and procedures for assessing progress; these include:</p> <ul style="list-style-type: none"> • We hold an Annual Review of the Education, Health and Care Plan. Progress towards the EHC outcomes is mapped throughout the year and evaluated in preparation for EHC reviews. • As soon as students start at Redwood we formally assess them in all curriculum areas – this assessment is called their 'baseline'. • Each student has a termly report which is sent home to parents. This gives information about their progress over a term in all subjects. • In addition to this each student has an annual review report which records progress towards outcomes in EHCPs. • We collect progress data on all the students at the end of each term. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment Policy <input type="checkbox"/> EHC Policy <input type="checkbox"/> Total Communication Policy
How do we support pupils moving between phases of education?	<ul style="list-style-type: none"> • Transition from Y6 to Y7 – in the previous terms to this they attend transition sessions at Redwood so that they become familiar with the school, its staff and its students. During this time, parents are given lots of information about the school and attend tours and meetings. Transition into Redwood from another secondary school – some students' join us at other times and come from other secondary schools. Bespoke transition is set to enable a smooth movement between placements. Staff go to see the young people in their year 6 setting to meet them and find out what is working for them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Transition Policy <input type="checkbox"/> Rochdale Admissions Policy
How do we support pupils preparing for adulthood?	<ul style="list-style-type: none"> • Transition from Redwood is decided though the EHC process, consultation with the SEN team and parents. 	

	Once placement is agreed a bespoke transition is set up between placements.	
What is our approach to teaching pupils with SEN?	<ul style="list-style-type: none"> □ Curriculum pathways – we have four main pathways – Build, Boost, Engage and Experiential. Students are placed into pathways according to their specific needs and educational attainment. □ Within these pathways students access more bespoke groupings which allows for further differentiation within each pathway. □ Target setting – all students have targets set from the outcomes within their EHC Plans. Other targets may be set through different curriculum areas. □ All students in KS4 and KS5 undertake a range of examinations and accreditations. □ REEC Curriculum – this is an additional site based adjacent to Middleton Technology College, which offers a skills based programme moving towards the internship programme. □ Internship programme – a work based programme based at Rochdale Infirmary. □ Personalised timetables – timetables can be adapted for students where necessary. □ Curriculum Progress checks – regular formal checks by subject coordinators on progress. □ Themed days throughout the year support different areas of the curriculum. <p>Remote learning resources have been added to the website to support students when they are self-isolating. These are continually being developed to ensure we support our students with their learning.</p> <p>A Hub has been set up this year at Matthew Moss for a KS3 group of students. This group will be taught by staff from Redwood but will join the school during assemblies, breaks and dinners.</p> <p>A Hub of KS4 students has also been set up and is based at REEC. This group of students is one of our accelerated learning groups.</p>	<ul style="list-style-type: none"> □ EHC Policy □ School Website □ Subject Long-Term Plans □ Assessment Policy

<p>How do we adapt the curriculum and learning environment? What expertise and training do our staff have to support pupils with SEN?</p>	<ul style="list-style-type: none"> □ Curriculum pathways – we have four main pathways – Build, Boost, Engage and Experiential. Students are placed into pathways according to their specific needs and educational attainment. Each young person has their own individual targets which have been set from their EHCP. □ All classes are staffed appropriately upon the needs of the students. 	<ul style="list-style-type: none"> □ School Website □ Subject Policies
	<ul style="list-style-type: none"> □ All teachers have regular and specific CPD training for the needs of their students, specialisms and specific subject areas. There are 5 training days in school per year for teaching staff. □ Following a curriculum review in 2017/18 Life Skills has been designated as an additional core area of the curriculum. □ Specialist intervention and work with external agencies when needed – we work closely with external partners who offer sensory support, psychology support, therapeutic support and music therapy. A speech and language therapist are working in school one day a week to support communication skills across the school. 	

<p>How do we evaluate the effectiveness of SEN provision?</p>	<ul style="list-style-type: none"> ❑ The assessment, monitoring and review of each student's progress takes place throughout the school year; parents and students are included in these assessment processes as much as possible. ❑ Parent's evenings take place throughout the year for all Key Stages. ❑ Assessment of student progress and attainment is monitored by teachers and SLT throughout the year. This information is shared with parents during the annual review and through the termly report. ❑ Teachers, Subject coordinators and the SLT regularly analyse progress data. ❑ The yearly School Improvement Plan gives robust targets to achieve throughout the year – these targets are regularly evaluated and give a clear picture on how the school is doing and what else needs to be done. ❑ We have worked in close partnership with other schools on a 'Peer to Peer Review' of each other's practice. This gives us a clear picture of how others see our provision. ❑ Parents are able to complete a 'Parent View' questionnaire. 	<ul style="list-style-type: none"> ❑ Assessment Policy ❑ School Improvement Plan ❑ Peer to Peer Review Feedback ❑ Parent View Feedback
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<ul style="list-style-type: none"> ❑ Internship learning opportunities through Work Experience and other placements. 	<ul style="list-style-type: none"> ❑ School Newsletter ❑ School Website ❑ School Calendar
	<ul style="list-style-type: none"> ❑ Supporting events throughout the year – Redwood is closely linked to YST. ❑ Students from other schools visit Redwood for different Arts opportunities. <p>The Hub at Matthew Moss interact with the mainstream students there during break and lunch times.</p>	

<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<ul style="list-style-type: none"> ❑ Emotional and social development is supported throughout the curriculum at Redwood. ❑ Education, Health and Care Plan outcomes can be set which support their overall emotional and social development. ❑ There is a lot of pastoral care for students throughout each school day – this is given primarily by our excellent team of teaching assistants and teachers. ❑ Lunch time clubs are run on a daily basis, these offer different activities and allow the students to mix with different year groups and make friends. ❑ ASC lead is carrying out additional intervention when needed as well as providing support to staff and parents. ❑ Learning mentors tailor specific interventions for students as and when required. <p>The nurture team focus on engagement and developing Life Skills. Where possible student centred/ lead activities are used. Learning activities are based on thematic learning and integrate functional literacy and numeracy. Individual targets are set utilising EHCP and BOXALL where appropriate. Our overarching aim is to prepare students for adulthood and to help them engage successfully in society.</p> <p>Referrals to the Local Authority are made when students need to be supported by an Education Psychologist. School will also make referrals to other outside agencies as required such as healthy young minds and #Thrive</p> <p>Each year we have a range of residentials for students to take part in, e.g. Children's Adventure Farm Trust (CAFT), Moorland Home and Calvert Trust.</p>	<ul style="list-style-type: none"> ❑ EHC Policy ❑ Subject Long-Term Plans ❑ School staffing structure ❑ School Website ❑ Behaviour Policy ❑ Care and Control Policy
<p>How do we include arrangements for young people who are looked after by the local authority and have SEN?</p>	<ul style="list-style-type: none"> ❑ Each student who is a Looked After Child (LAC) will have a Personal Education Plan (PEP) drawn up and additional funding will be linked to this in order to support the student within their work at Redwood. 	

	<input type="checkbox"/> The designated member of SLT in charge of LAC, Assistant Headteacher Mrs Walsh, works closely with Social Services, parents and carers and the individual student, where appropriate, to devise how best to use the funding to support and enhance learning.	
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	<input type="checkbox"/> We work closely with a range of other organisations. Referrals can be made, when appropriate, at different times through the year, e.g. we may seek the help of an educational psychologist or social care. <input type="checkbox"/> A range of external partners are invited to each student's annual review.	<input type="checkbox"/> Behaviour Policy <input type="checkbox"/> School Website <input type="checkbox"/> Medical Policy <input type="checkbox"/> EHC Policy
	<input type="checkbox"/> Transport to and from Redwood is organised and run by the LA.	<input type="checkbox"/> Total Communication Policy
How do we handle complaints from parents of children with SEN about provision made at the school?	<input type="checkbox"/> Our complaints policy is on the school's website.	<input type="checkbox"/> School Website
Where can I find the Local Authority Local Offer?	Please follow this link: https://www.ourrochdale.org.uk/kb5/rochdale/directory/home.page	

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