



**This Local Offer is a working document**

## **1. Introduction**

Welcome to Redden Court School's Local Offer. The school has a very well developed Inclusion faculty, which is staffed by an experienced team who specialise in different areas and needs in order to effectively support students with Special Educational Needs. This also enables the school's policy of equal access to the curriculum and learning experiences for all to be applied. Liaison with students, parents, primary schools and other outside agencies enables students with Special Educational Needs and Disabilities (SEND) to be quickly identified so that the appropriate support strategies are implemented. Students' progress is continuously monitored at Redden Court School to ensure that they remain on an upward trajectory. Havering Local Authority's secondary Speech and Language resource base is based at Redden Court School.

We are passionate about preparing students for their future beyond Redden Court School, therefore we have high aspirations for all of our students regardless of their ability and needs and we actively promote independent learning for all. We also work closely with the careers service and local further education establishments to ensure that there is a smooth transition from Redden Court School to college for all SEND students, as well as other vulnerable groups.

Please note that following National guidelines the school provides the first 12 hours of support for all SEND students out of their additional needs budget.

## **2. Provision described on Statements of Special Educational Needs/EHC plans**

Redden Court school currently has 42 students with Statements/Education Health Care Plans and this is broken down as follows:

- Year 7 ~ 7 students
- Year 8 - 15 students
- Year 9 - 6 students
- Year 10 - 5 students
- Year 11 -6 students

Please note, five of the above students are linked to the Speech & Language resource base.

Provision outlined in these documents is addressed using the various strategies outlined in the links, therefore students will typically receive some in class hover support, receive intervention programmes on a one-to-one and/or small group basis typically with Learning Facilitators. Other staff such as Home school support workers or Learning mentors could also deliver this support. Homework club is also available to these students, as well as general supervision during unstructured periods of time. These interventions are reviewed on a termly basis as outlined in the Code of Practise (September 2014)



Students are entitled to up to 12 hours of support before an assessment for an Education Health Care Plan can be considered. These students would be categorised as School Support on the Special Educational Needs register and they will receive some and/or all of the interventions outlined. However, if little or no progress is made over a period of time other outside agencies including the Educational Psychologist may be consulted with the student and parent/carers permission. If over time still no progress is made, a decision will be made with the input from all parties to proceed with an Educational Health Care Plan assessment.

### **3. Speech and Language Resource Base**

The Speech and Language Resource for Havering Local Authority is based at Redden Court School. The Resource is able to offer support to eight students with severe speech and/or language disorders that require the input of a Speech and Language Therapist. All students are included in mainstream classes and are encouraged to participate in all aspects of school life. Their academic achievements are monitored by the Lead teacher who also has regular communication with parents and carries out all necessary review meetings. Support is offered depending on the needs of the individual student. This could include one to one therapy sessions addressing specific needs such as extending expressive language, pre teaching of vocabulary, making semantic links, grammar, understanding complex language, literacy and improving articulation. Our students are also included in small group intervention programmes which involve mainstream students. These will usually run twice a week over a series of eight weeks and address strategies to improve auditory memory, narrative skills, assertive communication and social use of language. Our Eklan trained Learning facilitators also provide in class hover support where strategies are in place for each student to work towards independent learning. Resource staff screen all year seven students using Secondary Language Link, an online assessment tool. Identified students then receive the relevant support, which could include a one-to-one intervention, Talk Fitness intervention programme or raising their profile in class and suggesting appropriate strategies to be used by subject teachers. Teaching staff may then be asked to monitor specific areas of communication development for these identified students. Students supported by the resource are monitored by a Speech and Language Therapist who visits once a month and provides an annual report for each student. Advice and guidance is also received on a regular basis by the Local Authority case worker who specialises in Speech and Language. The Language Resource team visit the resource bank to borrow resources which can be used in school to enhance the delivery of their interventions. Students are supported through their transition phases from Primary school then later as they move on to Further Education colleges.

### **4. Intervention Programmes**

Redden Court has a variety of intervention programmes and students are identified for these by using a range of data, such as National Curriculum levels, Cognitive Aptitude Tests, standardised tests and information obtained from primary schools during the Key Stage 2 to 3 transition.



## Hover Support

Learning Facilitators are primarily allocated to students with Statements /Education Health Care Plans. However, their role is to provide support for all students regardless of need (n.b. identified students will receive one-to-one support.)

## Literacy

### Catch-up literacy programme

The Catch up literacy programme is delivered by Learning Facilitators twice a week for 20 minutes on a one-to-one basis. Students are identified through their reading age (currently assessed using the Access reading Test) and students are then assessed using the Catch up assessment materials to determine whether they should be placed on the programme and if so what level they should start on. The programme follows a set format; the book the student has chosen on their identified level is reviewed and then the member of staff scans the next stages of the book which will be read in that session with the student. The student will then read for 10 minutes and any mistakes that are made will be recorded. In the final stage of the session an error is selected and a spelling task which follows the 'Look-Cover-Spell-Check' format is completed. Students are re-assessed every year to determine whether or not they need to carry on with the scheme.

### Lexia

Lexia reading enables students of all ages and abilities to master essential reading skills. Students are identified through their annual reading age and spelling assessments.

At the student interface, Lexia Reading delivers a highly personalised learning experience where exercises adapt automatically, according to individual need. As students work independently on the software, Lexia's browser based reporting system instantly provides teachers/Learning Facilitators with up to the minute data to inform planning and differentiated instruction. Lexia reports identifies at-risk students and provides printable resources if additional support is required by Learning Facilitators.

It is recommended that students using Lexia should do so for approximately 15-20 minute 3-5 times per week, which the school provides as an intervention during registration time within the Inclusion department. The programme is also accessible from home promoting parental involvement.

Lexia can be used as a component of any literacy intervention, and meet the needs of both Primary and Secondary schools. Lexia consistently provides personalised explicit practice, reducing the need for teacher led support. Easily accessed reports inform planning and evidence progression, therefore reducing the dependency on paper based tests.



## Dyslexia (including Toe-by-Toe and Word Wasp programmes)

Students are referred to the Dyslexia Programme by staff, parents, primary school reports or private Dyslexia Accredited Assessors. They are then assessed in school using the Lucid LASS Screening Test (11-15) online. Results are assessed and students who are considered Dyslexic or to have Dyslexic tendencies are then assigned one to one sessions for 30 - 45 minutes each week. Reading, Spelling and Phonological Assessments follow to assess each child's particular weakness and an individual literacy programme is prepared for each specific child.

These programmes concentrate on phonic and HFW (High Frequency Word) spellings, reading, handwriting and developing organisational skills. Resources are varied and include; Word Hornet; phonic worksheets; syllable games & worksheets; suffix/prefix and root word matching games and exercises; flash cards; phonic handwriting sheets and many others. Students frequently complete self-editing exercises enabling both staff and student to monitor progress regularly. Strategies to develop visual and auditory memory are also taught in these sessions. Students are also recommended suitable apps to use technology available at home for them to further practice their new skills. Where there are problems accessing technology at home, the school will liaise with parents and advise them on how this can be supported or other alternatives will be suggested. At the end of the school year students are reassessed with reading and spelling tests to confirm and measure progress.

## Numeracy

### '123' Maths

'123' Maths is an online maths programme teaching mental maths. Students are identified by looking at their Quantitative score for their Cognitive aptitude Test scores (Q), their National Curriculum level in Maths as well as by speaking to the Maths faculty to establish if there are any students on their radar. There are 4 books students can work on; Plus 1 (the introductory book covering basic numeracy), Power of 2 (covering all aspects of mental maths), Times Tables (multiplication and division) and Time (including days/months/weeks of the year). The sessions run twice a week for 20 minutes. Students need to answer a question correctly on 3 consecutive occasions before the programme is confident that they understand how to complete it independently. However the question will only be asked once during each session. Each time they visit the site they can only answer each question once. When they get the question right on three consecutive visits they don't have to answer the question again. Students are monitored by staff and encouraged to ask for help if they do not get the correct answer 3 times in a row so we can go through the process. Progress is monitored and reports can be accessed from the website which provides a summary and calendar showing when the student has logged on for a session, how long they were logged on for and how many pages have been completed. There is also a graph to show comparisons between questions answered and correct answers given. Progress is reviewed at the end of each term to determine whether a student should continue or not.



## **Handwriting & Touch Typing**

Students are referred for handwriting practise via staff, parents or primary school. They firstly complete a 10 minute assessment copying a piece of typed text. Areas for improvement are then identified and two targets are set. The students work from various materials to improve co-ordination, formation of letters/joining and speed of writing. Targets are reviewed termly or as necessary. Some students have participated in a copy typing program which is an online resource.

## **5. Support Beyond the Curriculum**

### **Breakfast Club (Nurture Group)**

Breakfast club takes place every morning from 8am-8.30am for identified students. The SENDCo and two other Learning Facilitators lead the session and as well as ensuring that students have eaten a good meal at the start of the day, the team are there to offer pastoral care, as well as providing informal life skills, social skills and Citizenship education.

### **Lunchtime Social Club (Monday to Friday)**

Identified students are invited and encouraged to attend this structured club which is led by at least one Learning facilitator. Activities include board games on a Monday, card games on a Tuesday, Lego club on a Wednesday and Boccia on a Thursday. Students are also encouraged to participate in arts and crafts activities on occasions.

### **Social Club (Thursday)**

Identified students are invited to attend this after school club which encourages social skills through arts and crafts and informal discussions. This is led by a Learning facilitator.

### **Homework Club (Monday to Thursday 3-4pm)**

A team of at least three Learning Facilitators are available in the Inclusion faculty's classroom area between 3pm-4pm, Monday to Thursday, to support students with their homework.

### **Supervision during unstructured periods, including breaks and lunches and corridors**

All staff including Learning Facilitators supervise students during unstructured periods. Students with specific needs will receive support from Learning Facilitators.

### **Support for after School Activities**



Learning Facilitators are deployed to support identified students to ensure that they can access all activities/opportunities the school offers.

A Boccia club takes place once a week during lunchtime and is led by a Learning Facilitator with a BCs Sports Science (Hons). SEND students are invited, however if any student expressed an interest in attending they too would be made welcome.

## **School Trips**

Students with SEND are able to access all school activities and school trips as far as practically possible. When necessary parents will be consulted so that the correct support or alternative options can be put into place.

Staff will supervise students for any activities both inside and outside of school based on the school's inclusive ethos. However, if a student has a particular need where additional support is needed this will be provided by Learning Facilitators. A meeting is established in the early planning stages to assess the feasibility of the trip for identified students. This includes the student, parent/carer, trip leader, Learning Facilitator and SENCo.

## **6. Resources available for children with disabilities**

### **Intimate Care, e.g. holsting, manual support to use toilet**

A team of Learning Facilitators who have been trained by the Occupational Health service deliver intimate care to identified students. (n.b. two members of staff will carry out these duties following a rota)

### **Personal care e.g. dressing before and after PE, putting back braces/leg splints back on**

A team of Learning Facilitators who have established good relationships with the student and who have been trained by relevant professionals, as well as parent/carers will carry out these duties.

### **Support around the school, e.g. escorting students between lessons, lift access**

All Learning Facilitators are able to provide support for students to ensure their safety and ability to move between lessons, including assisting them with the one lift. Identified students are able to leave lessons early to avoid the busy corridors.

## **Additional Equipment**

The SEND faculty has various equipment, such as wheelchairs, rollators, adapted cutlery, table raisers, for identified students, to ensure their safety and comfort throughout their time within the school. The school liaises closely with the Occupational therapy service in relation to this equipment. Learning Facilitators will



assist students with the equipment as necessary and a small team will ensure that the equipment is available in the relevant classrooms prior to a student arriving for their lessons

## **Assisted Technology**

The school liaises with the Learning Support teachers from the Local Authority to determine the best suitable alternative methods of recording for identified students. Members of the team are trained to use Dragon voice activated software programme, as well as using tablets and various apps on these to maximise learning.

## **Adapting PE Lessons**

A team of selected Learning Facilitators work one-to-one with identified students. Advice from outside agencies, such as Physiotherapists, as well as parents/carers is used to guide these sessions. Individualised exercise sessions are implemented for identified students as outlined by their physiotherapist and the programme that has been set by them.

## **7. Additional Interventions for supporting students with mental health, behaviour and emotional needs**

### **Behaviour Support**

The vast majority of behaviour is addressed by staff following the school's behaviour policy and protocol, therefore any incidents are typically dealt with by school staff and in certain circumstances by the pastoral team. However, Time out cards are issued to identified student enabling them to access members of the Pastoral team if required during lesson time. Home school Support workers are also available during the school day to talk to students and the team also offer one-to-one and small group sessions regarding anger management to identified students. If and when these strategies are deemed to be ineffective, the school could decide to put a student on a Pastoral Support Plan whereby the student's behaviour is monitored on a daily basis by an identified member of the pastoral team.

### **Emotional/ Mental Health Support**

A Counsellor is available in school once a week for identified students. Students are referred by the Pastoral team

### **Home School Support Workers and Learning Mentors**

There is one Home School Support Worker and one Learning Mentor based within the school providing support to students typically with emotional and mental health needs, as well as their families. Support for students is typically one-to-one, however small group work is also delivered. Sex and health education is addressed alongside life skills, boosting self-confidence and anger management. The team



also chair various team around the Child meetings and can represent the school at other multi agency meetings. Referrals are made via the Pastoral team.

## **8. Support for Students with ASD**

Students on the Autistic spectrum are integrated fully into school life at Redden Court School. They are allocated a key worker or a small team who are available throughout the school day to help alleviate any anxieties the student may be experiencing. In addition to liaising with any outside agencies working with the student, the school has adopted Havering's 5p approach and is in the process of profiling identified students to identify their strengths and areas of difficulty to maximise their potential and to minimise their anxieties and associated behaviour. They are typically invited to Breakfast club to provide a safe base at the start of the day as well as to access a nurturing environment to help soften the transition from home into school each day, as well as the lunchtime club.

## **9. Support for children with social care needs**

Students who come under the Child Looked After category are entitled and receive the same interventions that are available to all students within the school and decisions are based on the school's rigorous scrutiny of data in all subjects, as well as by analysing reading and spelling age data, therefore they do not necessarily receive support from the SEND faculty. Any possible interventions, as well as any possible resources which will enhance their education are discussed at their statutory Pupil Education Plan reviews and the school endeavours to ensure that these are put into place. Heads of Year represent the school at these reviews and collate information from all staff who have contact with the identified student prior to their review and this is then shared with the relevant parties, i.e. social care, carers, parents where applicable.

Students who are on Child Protection Plans or Child in Need plans receive the same support as any other student as outline in the Child Looked After section above. They also receive a one-to-one session with a Home school support worker to monitor their wellbeing in school. Mrs Sexton CP office attends all core group and conferences linked to these students.

The school has regular contact with Children's service with the member of the Pastoral Team who has the best knowledge of the student being the initial mode of contact under the guidance of the Child Protection Officers.

## **Review**

This policy will be reviewed annually and amended as necessary.

Date of this policy: 10<sup>th</sup> February 2016

Date of last review: February 2017





# REDDEN COURT SCHOOL

*Committed to Success for All*



Next review date: February 2018

Reviewed by: Andrea White, Assistant Head of Inclusion

Signature of Head Teacher:.....

Date: 13/3/17

Signature of Chair of Governors:.....

Date: 13/3/17

