Redland Primary School Special Educational Needs Information Report – 2026-27

This report outlines the provision on offer at Redland School in relation to Special Educational Needs. It is in line with local guidelines.

What is The Local Offer?

- As part of the Children and Families Bill 2014 all local authorities and schools are required to make available their local SEND offer to families. This details how they can support children and young people with a special educational need and/or disability (SEND). The Wiltshire local offer can be found at https://www.wiltshire.gov.uk/local-offer
- Our school Special Educational Needs report and SEN policy can be found on our school website here:

Definition of SEND

- A child or a young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Code of Practice (January 2016)

Overview of the SEN Code of Practice in Wiltshire

A child may be identified with a special Educational Need or Disability if:

- They are failing to make adequate progress despite continued and targeted support.
- The school is seeking outside agency involvement for specific concerns.
- The school and parents are gathering evidence to request an Education, Health and Care Plan needs assessment.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school. Code of Practice (June 2014).
- A child who is identified as having SEN will be identified at SEN support. An Individual Education Plan will be written detailing the additional support they will receive. These are designed to identify the child's needs, next steps and ways to support him/her in school.
- If concerns continue a My Support Plan may be appropriate. The document gathers information about the family, the child's specific needs and expected or desired outcomes for the child.
- A final step may be Education, Health and Care Plan these are applied through the Local Authority if the child's needs are not able to be met without greater support.

Overview of Redland Primary School

Redland Primary School is a community school which aims to offer all children a challenging, stimulating and secure learning environment. We believe in providing every possible opportunity for all children to achieve their full potential regardless of their starting point or ability. We do this through high quality first teaching;

providing a broad and balanced curriculum that takes into account individual needs; and ensuring all children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

- Redland is an average sized primary school with approximately 275 children on roll.
- There are currently nine classes across the school, most of which are mixed age with no more than 30 children in each FS2 and Key Stage 1 Class and no more than 34 children in each Key Stage 2 Class.
- The number of children in each class varies and is dependent on the number of children in each age group.
- We currently have approximately 15% of pupils identified as having a special educational need or disability.
- Approximately 2.5% of children have an Education Health Care Plan.
- Approximately 8.7% of pupils are known to be eligible for the pupil premium.
- Approximately 12% have English as an additional language.

Redland School Curriculum

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

Redland School ensures all teaching is differentiated, or adapted to match the needs of each child. This is achieved through high quality planning and quality first teaching. This includes children who are very able or have a special educational need.

- Some children may require more focused support, and additional adults may be used to provide support where appropriate. Children who are more able will be challenged through effective differentiation in class and additional enrichment opportunities.
- Some children who have a special educational need may require a personalised targeted intervention to support their learning and enable them to access the curriculum.

Who can I talk to if I am worried about my child's learning?

- The first point of contact for parents or carers is always your child's class teacher.
- Some parents and carers speak informally to teachers after the school day, or request a formal appointment.
- Class teachers also hold formal Parent Evenings during the year.
- Additional points of contact are:
  - Miss Katie Sadler, our school SENCO – senco@redland.wilts.sch.uk
  - Mrs Veronika Joy, Headteacher, via Redland School office – office@redland.wilts.sch.uk
- The Special Educational Needs Code of Practice outlines the requirements for children identified with SEN. Further information can also be found in our school policy which is located on the school website. http://www.redland.wilts.sch.uk

What is the level of support my child can get both in and out of the classroom?

Our universal offer and SEND offer of support is attached as an appendix to this Information Report. Your child does not need to be identified as having a SEND need to access our universal offer of support. Our universal offer is available to all children who require reasonable adjustments to access learning in our school.

If your child is identified as having a SEND need, the support your child will receive will reflect their needs, differentiated teaching, targeted support, use of additional adults and personalised interventions. Support is needs led.

Training and Resources

How are the school's resources allocated and matched to my child's needs?

Redland School considers the needs of each child on an individual basis. In the first instance, all children receive quality first teaching, differentiated learning, and targeted pre-learning and over learning opportunities which matches children's needs.

Where additional resources (such as a specific intervention program) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENCO), and where appropriate the Headteacher (if support involves allocation of staffing), to develop a program of support for your child. All intervention programs are evidence based, and are used to narrow the gap between your child's attainment and the attainment of their peers.

What specialist services and expertise are available to my child?

Teachers and TAs have regular training to ensure that children's needs can be supported through targeted intervention programmes. We strive to make all our classes as inclusive as possible, by developing systems and equipment that are designed to remove barriers to learning.

As appropriate, Redland School is currently able to access external professional support, including:

- Speech and Language Therapy
- Occupational Therapy
- Visual impairment service
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychologists
- Specialist Special Educational Needs Service (SENS) which includes:
    - Behaviour Support
    - Learning Support
- Ethnic Minority and Traveller Advisory Service (EMTAS)
- Relate Time to Talk Counselling Service for Key Stage Two children
- Links with a School Nurse
- Parent Support Advisor (PSA)
- Early Help support assessment (ESA)
- Access to parenting classes (through The RISE Trust and Triple P parenting support)
- Links to The RISE Children's Centre Pre-School and RISE Family Support.

What can I do if I am unhappy with the training and resources available to my child?

- The first point of contact for parents or carers is always your child's class teacher.

Assessment and Review

How is the decision made about what type and how much support my child will receive?

Redland School strives to identify any special educational need or the need for additional support as early as possible in order to provide the appropriate support.

The SEN Code of Practice highlights broad areas of need these are:

Communication and Interaction; this includes children who have difficulty in communicating with others; children who may not understand or use social rules of communication, and children who have speech or language difficulties. Children with an Autism Spectrum Disorder, including Asperger's Syndrome (as referenced in the most recent Code of Practice) and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning; this includes children who may learn at a slower pace to their peers even with appropriate differentiation and excellent classroom teaching. This may include conditions such as dyslexia and dyspraxia.

Social, Emotional and Mental Health Difficulties; these difficulties manifest themselves in many ways including withdrawal or disruptive behaviour. Other children identified within this category may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), or Attachment Disorder.

Sensory and/or Physical Difficulties; this includes disabilities which prevents or hinders a child from making use of the educational facilities generally provided. This includes children with vision impairment, hearing impairment or a multisensory impairment who may need specialist support or equipment to access their learning.

Children are regularly assessed and monitored and their individual progress tracked. If a child shows signs of not making the expected progress then interventions will be used to narrow the gap towards Age Related Expectations. If any child's progress, attainment, emotional or social needs become a cause for concern the teacher will raise this with parents. If concerns continue then a child may be placed at SEN support and given a Support Plan with individual targets.

How are parents and young people involved in the assessment and review of needs?

At Redland School, children play an active part in target setting and reviewing their progress, along with parents and carers.

- Through Parent Consultation Evenings and SEN review meetings, parents are involved in the assessment and review of needs.
- Parents and children will be involved in drawing up and reviewing individual targets.

Communication

How will the school keep me informed about my child's progress?

- At Redland School, we place high value on working collaboratively with parents to ensure successful outcomes for all children. We have an open-door policy where parents are encouraged to take full and appropriate involvement in their child's education. Parents are encouraged to come into school on a regular basis to celebrate children's successes.

- Parents are also able to find out about their child's progress through Parent Consultation Evenings, SEN review meetings, Annual Reports, Reading Records and both formal and informal discussions with the class teacher and SENCO.

How will the school keep me informed about issues and problems with my child at school?

- Other than in exceptional circumstances, your child's class teacher will keep you informed through discussion in person, over the phone, or by letter.

How will I know what the school's expectations are for my child's progress?

- In Parent Consultation Evenings and SEN review meetings, your child's teacher will inform you about your child's progress. Your child will also receive an Annual Report detailing their progress.

Who should I talk to if I have a concern about my child in school?

The first point of contact for parents or carers is always your child's class teacher.

Additional points of contact are:

- Miss Katie Sadler, our school SENCO – senco@redland.wilts.sch.uk
- Mrs Veronika Joy, Headteacher, via Redland School office - office@redland.wilts.sch.uk

How will my child's voice be heard?

Redland School prides itself on being a school that actively listens to all children and puts their needs as paramount in all that we do.

- Your child will be involved in the setting and reviewing of targets.
- Your child will be involved in creating a One Page Profile if appropriate.
- Redland School also provides Relate Time to Talk Counselling Service and ELSA support.

Transition

What are the arrangements when my child moves from pre-school to Redland School?

Redland School has very close links with a number of pre-schools in Chippenham, including Redland Pre-school. Staff from the school visit many of the pre-schools in Chippenham to ensure a smooth transition.

- Children who join us from another school will have the opportunity to visit the school before starting. The class teacher will then liaise closely with the previous school.
- If additional meetings are needed to support the child's Special Educational Needs these will be arranged and all professionals who have been involved will be invited to attend.

What happens when my child leaves Redland School to go to secondary school?

Redland School has close links with each of the three secondary schools in Chippenham and works collaboratively with each school to ensure a smooth transition from the end of primary school to the beginning of secondary school.

- We can arrange additional visits to each of the secondary schools for children with additional needs prior to them starting school.

How could I arrange a visit before my child starts at Redland School?

Visits to the school are warmly welcomed. You will be given a personal tour of the school by a member of the Senior Leadership Team.

We welcome visits to the school to discuss individual needs and how they might be supported at Redland School. Please contact the school office on 01249 651623 or email to office@redland.wilts.sch.uk to arrange a visit.

This Information report will be updated annually.

Date updated: September 2026

Appendix 1 Redland Ordinary Available Provision

Whole School Provision				
Area of need	**Universal (All areas of need)**	**Universal**	**Targeted**	**Specialist**
Communication and Interaction	High Quality Teaching Explicit Instruction Scaffolded Tasks Adaptive Teaching Flexible Grouping Using Technology Pastoral Support	Oracy sentence stems Communication cards Talk Tins Now and Next cards Sentence Strips Individual timetables Social stories Workstations Checklists and task lists Visual timers/sand timers Colourful semantics Class visual timetable Use of dual coded visuals	Speech and Language (SALT) interventions Educational Psychologist support	Speech and Language (SALT) (Section F EHCP) Educational Psychologist
Cognition and Learning		Visual Stress considerations: Whiteboard backgrounds/ learning wall backgrounds neutral Overlearning opportunities Accessible teaching slides (dyslexia friendly font/ neutral backgrounds) Clear modelling of tasks Targeted questioning Pre-teaching opportunities Flexible/adjusted seating Use of dual coded visuals Use of concrete manipulatives Flexible seating Reading rulers Timetable Rockstar's Education Shed Word Mats	Redland Readers Beat Dyslexia Precision Teaching Toe by Toe Plus One Power of Two SSEN Teams support Educational Psychologist Support SATS/Phonics/TT access arrangements Assistive technology Educational Psychologists support	REP
Social, Emotional and Mental Health		(Emotional Literacy Support Assistant) ELSA Regulation/calm time after transition Regulation space Outdoor Play and Learning (OPAL) lunchtimes Soft Starts	Enhanced transition support Regulation/Calm time after transition Educational Psychologist Support Enhance Transition support Childhood and Adolescent Mental Health Services (CAHMS)	Emotional Literacy Support Assistant (ELSA) (Section F EHCP) Alternative provision 1:1 support REP

		Mental health check ins Emotions cards Access to Den/ELSA room School rabbits Individual timetables Flexible seating Nurture Group Regulation Break (Exit card) Visual timer to aid transitions Year 6 Buddy System Pastoral Support 20:20:20 Lunchtimes	Behaviour Support (SIAT/SISA) Play Therapy Forest Schools Individual PDA Choices Educational Psychologist Support	
Sensory and/or Physical Needs		Movement breaks (Exit cards) Concentration aids Motor skills group Ear defenders Coloured overlays Wobble cushion Seat wedge Pencil grips Therabands Different Width Lines in books Adaptive writing equipment (chunky writing pencils, pencil grips, writing tablets)	Communication cards Sensory seat Educational Psychologist Support Motor Skills Group	Access to specialist equipment REP Occupational Therapy referral