

Reed First School

Schools Offer (SEND Information Report)

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The attainment and progress of all pupils is monitored frequently and consistently. Children falling behind age appropriate expectations will be identified through regular class monitoring, teacher discussions and pupil progress meetings during the year. Children causing concern will be highlighted to all adults working with them and the Special Educational Needs Co-coordinators (SENCOs). Additional assessment will be carried out by school staff in order to identify specific areas of difficulty. High quality teaching targeted at the areas of weakness will be put in place and the child's progress monitored over time. Parents will be informed of this at Parent consultations or earlier if necessary. If progress continues to be less than expected it may be necessary to put in place additional support and a thorough assessment of a child's needs takes place. This will be supported by the SENCO and includes views of the parents and child concerned. The child may then be recorded as 'SEND support'. Parents will be informed and involved throughout this process. Parents who are concerned that their child may have SEND issues should initially speak to their child's class teacher.

2. How will school staff support my child?

If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness. If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention. This support could be extra group or individual support led by a trained adult. Different teaching resources may be used. Interventions can range from a short daily session to longer less frequent sessions a week depending on the need of each child. It is the teacher's responsibility to provide for children with SEND in his/her class and to follow the school's procedures for identifying, assessing and making provision to meet those needs. Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The SENCO provides advice, monitoring, and links with outside agencies. There is a school governor for SEND who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

3. How will I know how my child is doing?

High expectations of each child in their class coupled with skilled differentiation usually ensures that children are making at least expected progress and frequently higher than expected progress. However some children still require additional support in spite of this. Where a child requires additional support parents are informed and targeted intervention is put in place. This support is monitored closely by both class teacher and SENCO and regularly modified. Most interventions take place over 1 or 2 terms and progress is reported back to parents at parent consultations or more regularly if needed.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors, our Hertfordshire Improvement Partner and monitored by OFSTED.

4. How will the learning and development provision be matched to my child's needs?

A detailed assessment which draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views takes place. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. Children are consulted through the whole process and are key to decisions about what support is needed and will yield most impact.

5. What support will there be for my child's overall well being?

All staff are trained in Safeguarding. We work hard to ensure that all children are treated with respect and feel valued. We use assemblies and circle times to allow children to reflect on and discuss their feelings and behaviour. As a school we have access to play and drama therapists who will provide support for children's social, emotional and mental health needs. There is a designated school nurse who works together with parents and staff to meet a child's health needs. In some instances this will require referring a child to access a specialist support service.

The school has a consistent behaviour policy which is published on the school website. Occasionally, we implement personalised effective behaviour strategies, working closely together with parents and children to ensure strategies are consistent with those at home. We use a restorative justice approach to ensure that playtime issues are resolved fairly and that all the children are listened to and agree with the outcome. We find ways to develop children's self-esteem such as giving the Junior children responsibilities around the school as School Council officers. We give out awards in our weekly celebration assembly for 'making a positive difference' and have a 'Golden Book' to document positive behaviour, kindness and respect. The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. Information about children with medical conditions is shared with all staff that work with the child.

6. What specialist services and expertise are available at or accessed by the school?

All teachers are well trained and supported. All teaching assistants receive additional training to deliver appropriate interventions. The school has a link Educational Psychologist, Speech Therapist and school nurse to whom they can directly refer to. The school nurse is then able to refer to different health services such as: CAMHs and Child Development Centre. The school can also access outreach services such as North Herts Education Support Centre

7. What training have the staff, supporting children with SEND, had or are having?

All staff are trained in First Aid and Safeguarding. We also have a specially trained paediatric first aiders and a designated member of staff (DSP) for safeguarding concerns. Our school specialisms include behaviour support, Autism, Specific Learning Difficulties e.g. dyslexia, dyscalculia, literacy and maths interventions. Training is refreshed regularly and opportunities for additional training are sought to ensure that staff have an up to date working knowledge of necessary SEND issues and current legislation.

8. How will you help me to support my child's learning?

Parent's Evenings are held in the Autumn and Spring Terms to keep parents fully informed of their child's progress and an annual report is written for each child in the Summer Term. Parents are involved in reviews where extra support has been put in place and their views are sought at each opportunity to help support their child's learning.

A meeting for parents is held prior to the beginning of each school year when parents are invited in to meet their child's new teacher. The Family Support Worker has access to a wide range of support from local agencies and services and is able to signpost parents effectively. A transition programme is available to support the move to middle school for any vulnerable children (see 13).

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

There are formal occasions such as Parents' Evening where parents are involved in discussions about their child's education however we have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a message/ piece of information or a meeting is planned where a longer discussion may be needed. Working parents are able to telephone to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss. Parents are represented on the school governing body and there is also a very active PTA (Friends of Reed School) Parents of children with SEND are regularly involved in discussions through reviews.

10. How will my child be included in activities outside the classroom including school trips?

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate additional staff are deployed. Parents are consulted where necessary to ensure full participation and active engagement of all children.

11. How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible and has disabled changing and toilet facilities. Specialised equipment is provided where appropriate for children with SEND needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

12. Who can I contact for further information?

The Headteacher is the school's SENCo. She can be contacted by telephone or email and is available to meet with parents if you have any concerns about your child. It is however, more appropriate to speak to your child's teacher with any initial queries. If you wish to make a complaint the school has a complaints procedure which is available from the school office.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

There is a transition programme in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's needs, age and development. If you have any concerns that your child is worried about in terms of induction or moving on please contact the class teacher.

14. How are the school's resources allocated and matched to children's special educational needs?

The school has an amount identified within its overall budget called the notional SEND budget. This is used for resources to support the progress of children with SEND. This is used to employ Learning Support Assistants to meet the needs of children with SEND, buy specialist equipment, books or stationery or provide specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold, additional top-up funding can be applied for through the local authority. (Exceptional Needs Funding).

15. How is the decision made about how much support my child will receive?

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their class teacher. This support is reviewed regularly with amendments being made to the programme of support. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The authority's local offer of services and provision for children and young people with SEND can be accessed at www.hertsdirect.org/localoffer