



Learning Together, Learning for Life

## **Schools Offer (SEND Information Report)**

According to the SEND Code of Practice 2015: 0-25 years, 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them, namely provision different from or additional to that available to pupils of the same age. A pupil has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

### **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 by the class teacher. Children making less than expected progress will be identified through regular class monitoring, teacher discussions and through the termly pupil progress meetings, where the progress and needs of all pupils are discussed with the Head and SENCO. Advice is given to teachers on how to further support those pupils who are not making expected progress or whose development is causing concerns.

Children causing concern will be highlighted to all adults working with them and the Special Educational Needs Co-coordinator (SENCO). 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 where possible before the Autumn Parent Consultation.

If progress continues to be less than expected it may be necessary to put in place additional support, some personalised learning targets and interventions. 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 or about their child's achievements should initially speak to their child's class teacher. Parents are encouraged to be active and a meeting with the class teacher and SENCO can be arranged at any point in the year.

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

The Code of Practice for SEND (2015) states that it is the teacher's responsibility to provide for SEN in the class.



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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. They may be provided with reasonable adjustments to overcome any disadvantage experienced and increase their access to the taught curriculum. 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. Interventions can range from a short daily session to longer less frequent sessions a week depending on the need of each child.

If it is decided that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an assess, plan, do and review model:

- 1. Assess:** Data on the pupil held by the school will be collated by the class teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- 2. Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCO.
- 3. Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- 4. Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

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.

If progress is limited despite the delivery of high-quality interventions, advice will always be sought from other agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.



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### **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. Progress will be shared with parents regularly through a review of the Pupil Passport, ISP targets and through Parents' consultations. The home-school diary is a useful tool to help communication with school and parents.

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?**

Teachers continually plan good quality differentiated lessons to support all children's learning in the classroom. Suitable resources and reasonable adjustments to the learning environment and curriculum are used to support pupil's needs and reduce barriers to learning. These adaptations may include strategies suggested by the SENCO and/or external specialists. If it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents. Continuous assessments of pupils learning throughout the lesson, means teaching can be adapted immediately for a pupils 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 year group expectations, 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. Interventions are detailed on our Individual Support Plans (ISP's), provision maps or pupil passports and are updated and evaluated termly to ensure quality provision is provided.



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## **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 have a zero tolerance approach to bullying. All staff actively listen to and address any concerns raised by pupils themselves. During remote learning, phone calls or Google - meet meetings can be had with the class teacher, SENCO or Head.

We use assemblies and our PSHE Jigsaw scheme to allow children to reflect on and discuss their feelings and behaviour and to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

As a school we have access to play, drama and art therapists who can 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.

Learning and attitudes are celebrated at our weekly Celebration Assemblies. We find ways to develop children's self-esteem such as giving them responsibilities around the school as Librarians, Play leaders, School Council officers and House Captains and ways to support pupil voice. The school recognises that all pupils have the right to be involved in making decisions and we will support pupils in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions. Pupil views are sought through variety of means these include questionnaires, Governor and subject leader visits, in review meetings and through the pupil passport.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions'. Pupils with medical needs will be provided with a detailed Individual Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. All medication is kept in a secure place and is only administered by designated people. Staff who administer and



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supervise medications will complete training. 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. 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).

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

The SENCO has obtained the Nationally Accredited Award for Special Educational Needs Coordination (October 2021). The SENCO regularly attends SEND update meetings. All staff are trained in First Aid and Safeguarding. We also have a specially trained paediatric first aiders and a designated members of staff (DSP) for safeguarding concerns.

Training is refreshed regularly at staff meetings 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. We have a team of two teaching assistants, who are trained to deliver SEN provision. In the last year staff have been trained in Herts for Learning: Place Value Intervention and Herts Specific Learning Difficulties: Magic Spell Program.

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

A meeting for parents is at the beginning of each school year when parents are invited in to meet their child's new teacher. Parent's Consultation 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 every opportunity to help support their child's learning.

Class newsletters are sent home each half term outlining your child's learning. There are links to websites and resources on the school website that we have found useful in supporting parents to help their child learn at home.



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Learning resources may be sent home and the class teacher or SENCO may also suggest additional ways of supporting your child's learning during review meetings or through information in the Home School communication book. Parents are invited to parent workshops and forums during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning. If you have ideas on support that you would like to have access to please contact the Head or SENDCO.

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

We believe that in order for children to achieve their potential, partnership between parents and school is essential. 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 class teachers email or 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 around personalised targets and through reviews. With parents, we support pupils in understanding their strengths, needs and successful approaches to their learning and to have the confidence to voice their concerns, hopes and aspirations. For children who present with more complex SEND we work closely with families and outside agencies.

Parent forums also take place to offer opportunities for discussions about a variety of aspects of school life including our SEND provision.

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

We are an inclusive school and realise the importance of visits to enhance and support learning. 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 and reasonable arrangements and adjustments will be made dependent on your child's needs. Parents are consulted where necessary to ensure full participation and active engagement of all children.



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All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip to Kingswood. All pupils are encouraged to take part in sports day, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **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 accessibility plan is updated according to need. 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?**

Mrs Helen Tansley is the school's SENCO. She can be contacted by telephone or email [h.tansley@reed.herts.sch.uk](mailto:h.tansley@reed.herts.sch.uk) 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. You can also find information on the school website. 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.

Our school works closely with all different settings at the time of transition and records are transferred and discussed when a child leaves the school. The level of support offered is dependent on each child's needs, age and development.

We have home visits and meetings for parents in the summer term to support transfer for children starting school in September. Extra visits can be arranged for pupils with SEND and staff may meet with the child at their preschool or nursery prior to coming to Reed.

Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.



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If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

If you have any concerns that your child is worried about in terms of induction, 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 meet the needs of children with SEND through buying 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 and SENCO. 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 <https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

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