

Reedings Junior School statement on high quality provision and outcomes for children and young people with SEND



The special educational needs and disability (SEND) code of practice (2015) requires all local authorities to describe the special educational provision it expects to be available for children and young people who have SEND. This information describes the arrangements schools should have in place for Hertfordshire children and young people with SEND. (Throughout this document, numbers in brackets refer to the SEND Code of Practice 2015)

The SEND Code of Practice (2015) says we must:

- Have regard to the principles underpinning the code of practice to ensure the views, wishes and feelings of the child or young person, and the child's parents, are central to achieving the best possible educational and other outcomes. (1.1)
- Use their best endeavours to make sure that a child with SEN gets the support they require.
- Appoint a [SENCO](#) who must be a qualified teacher working at the school. If required, they must achieve the [National Award for Special Educational Needs Co-ordination](#) within three years of appointment. (This does not apply to 16 to 19 academies.)
- Take steps to ensure that children with [medical conditions](#) get the support required to meet those needs. (5.11 and 6.11)
- Publish and update at least annually the [SEN information report](#). (6.79)
- Publish their arrangements for [admission](#) for disabled children, the [reasonable adjustments](#) being made to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the school for disabled children and their [accessibility plan](#) showing how they plan to improve access over time.
- Co-operate with the local authority in the [education, health and care plan](#) review process (6.56) and in reviewing the provision that is available locally (Chapter 3) and in developing the [Local Offer](#).

1. We will make high quality provision that meets the needs of children and young people with SEND through:

- High quality teaching that is differentiated and personalised. (6.37)
- Fully including children and young people and their families in the life of the school.
- Responding to the particular needs of children and young people with SEND in specific circumstances (10.0), including children looked after.
- Having a clear approach to identifying those who require SEN Support at the earliest point. (6.14)
- Using a [graduated approach](#), in the form of a four part cycle of assess, plan, do and review, through which decisions and actions are made, revisited, refined and revised. (6.44)
- Removing barriers to learning and putting effective SEN provision in place. (6.44)
- Evidencing the use of [reasonable adjustments](#), ensuring access to the curriculum, written word and learning environment. (1.34)
- Using provision mapping and management to maintain an overview of the programmes and interventions used with different groups of pupils, providing a basis for monitoring. (6.76 and 6.77)
- Ensuring the SENCO, working with senior leaders and the governing body, determines the strategic development of SEN policy and provision. (6.87)
- Evaluating the effectiveness of special educational provision, through normal school improvement systems. (4.32)
- Strategically planning professional development to secure enhanced expertise for all staff working regularly with children and young people. (4.32)

2. We will improve short and long term outcomes for children and young people with SEND through:

- Promoting high expectations and ensuring all children and young people achieve their best. (6.1)
- Ensuring teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (6.4)
- Developing the effectiveness of the teaching and learning through the monitoring and evaluation approaches used in the school. (6.74)
- Ensuring use of the **graduated approach**, fully engages with parents, children and young people and clearly evidences progress towards outcomes.
- Supporting the emotional, mental and social development of children and young people, including providing extra support for listening to the views of children and young people and measures to prevent bullying. (4.32)
- Thorough planning and preparation for the transitions between phases in education and preparation for adult life. (6.57)

3. We will communicate sensitively, appropriately and effectively with parents, children and young people with SEND, engendering trust, confidence, respect and constructive partnership working through:

- Ensuring that children and young people and their parents have fully participated in discussions and have a sense of co-ownership of desired outcomes.
- Keeping a record of the agreed outcomes, actions and support and sharing this with families and appropriate school staff. (6.71)
- Informing parents when we are making special educational provision for their child. (6.43)
- Arranging meetings with parents at least three times each year, allowing sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. (6.69)

4. We will manage resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SEND and achieves best value for money through:

- Deploying the school's **delegated budget** and **other resources** to meet pupils' needs effectively. (6.9)
- Regularly reviewing how expertise and resources can be used to improve the quality of whole-school provision. (6.3)
- Managing provision to contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. (6.77)
- Ensuring a named member of the governing body or a sub-committee has specific oversight of the school's arrangements for SEN and disability. (6.3)

5. Work proactively and collaboratively to improve SEND provision through:

- Participating in the development and delivery of local services through DSPL groups.
- Working with health and social care, local authority support services and voluntary sector organisations. (6.79)
- Agreeing actions that ensure successful transitions between schools, phases, year groups, lessons as appropriate. (6.42)
- Cooperating with the local authority to respond to recommendations from all SEND strategy work-streams (2015-2018).
- Cooperating with the local authority to review and develop the Local Offer through their SEN Information Report.
- Regular review, monitoring and evaluation, including the views, experiences and involvement of pupils, parents and others.

Further information about the provision at our school can be found below on our SEN Information report on our website

Reedings Junior School SEND Information Report: Our School Offer 2019



Welcome. On these pages you should be able to find the answers for many frequently asked questions relating to what we offer children in our school who have a Special Educational Needs and Disabilities (SEND). This information has been put together by a wide set of people including the Head, SENCo (SEN Coordinator), teachers and parents and will be reviewed every year. If you do not find what you are looking for then please ask us. If you have any suggestions or comments then please let us know!

If your child's class teacher cannot help you, the best contacts are:

Head teacher Laura Webber

SEND Coordinator Jody Ling

SEND Governor Sue Clarke

School admin Sharon Freeborn

All children can expect a fully inclusive, well differentiated education at our school, some children may need additional support during their time with us and a few children will need more precise, specialist input.

What should I do if I think my child may have special educational needs?

If you think that your child may have a problem at school, talk to us!

How does the school know about my child's progress and if they need extra help?

At our school all children are continually assessed in a variety of ways and this information is used at termly Pupil Progress Meetings (PPM).

At these meetings the class teacher, the Special Needs Coordinator (SENCo) and members of the Senior Leadership Team (SLT) will discuss the progress of all children in the class and have an opportunity to compare against both age related expectations and also prior attainment. They will also take an opportunity to chat about the children's general development, including aspects of their social and emotional wellbeing and include any information and concerns from parents.

Based on these meetings, decisions will be made around the current need for additional support for some children and exactly what that will look like for the child. These meetings also help us write our "Inclusion Register" a living record for the school about children, their needs and what we are doing to remove barriers to learning and happiness.

How will school staff support my child and who might work with them?

All staff have a duty to support all children within the school environment and our SENCo oversees the additional support that some children need.

All classes have daily support from additional staff such as Teaching Assistants, specialist TAs and Support Teachers who always work in partnership with the class teacher to provide appropriate support.

At any time, the team may decide that some children require a greater level of input from these additional adults and depending upon the need this may be small group, paired or 1:1 support. This work may be supported by either the teacher or the TA.

This support is reviewed regularly and will vary according to need. Teachers will share this information regarding additional support with parents at or around the time of the parents' evenings. If this additional support is significant because of a level of concern the teacher may have parents will be invited in to school to meet with the class teacher. When they meet teachers will help parents understand how they can help support this additional support at home.

A few children require more specific provision and in some instances it may be appropriate to seek advice from external professionals in order to appropriately support the child in school. This may mean that the child is visited by another professional (with parental consent) or that the staff are trained or supported by the agency.

How will I know how my child is doing and how might I be involved in discussion and planning?

The school has two parent consultation evenings and a detailed written report in the summer term for all children. This means that each term, teachers will give you an idea of your child's progress in relation to age related expectations, allowing you to better understand where your child fits within the 'national picture'. When reporting progress, we will also talk to you about the child's starting point for that academic year. It is important to recognise that your child can be making 'good progress' in relation to this starting point but still be working below age related expectations.

Some children who are identified on an Inclusion Map or have an Individual Provision Plan will have this reviewed termly with the parents and children at a separate consultation. Our SENCo is available on these nights to either join you and the class teacher at the main appointment, or see you separately about a concern.

The school has an 'open door policy' which allows for more regular updates and also the opportunity for parents to liaise with other appropriate staff, such as the SENCo, either in person, on the phone or via email.

For a few children who have an external agency involved or those with an EHCP (Education Health and Care Plan) the parent will be involved in additional annual review meetings.

In some instances a 'home-school book' or similar system may be used where increased, regular communication is thought useful to sustain over a period of time.

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

All class teachers use an ongoing assessment cycle to appropriately differentiate, make the work of suitable challenge, for all children within class. Assess, plan, do, and review. Any "differentiation" is made clear on teacher's planning and evaluations and is monitored by school.

Where additional support is in place for some children, the class teacher, support staff and SENCo monitor and review progress of such support or interventions. Teachers will speak with the children and parents and take their views into consideration when planning.

In order to meet the needs of the pupils fully, staff may also draw from a wide variety of different interventions, strategies or services running at or available to the school.

What support will there be for my child's overall wellbeing?

We are a happy school. Your child's wellbeing is paramount and we pride ourselves on our inclusive environment. Class teachers are regularly reflecting on the wider wellbeing of the individuals in their class.

The School has clear policies and guidelines around such things as medical needs, personal care, equality and behaviour and bullying which you are welcome to read or discuss further as and when the need arises.

Day to day, all children's emotional health is well supported with such things as PSHE sessions in class and some children may additionally be offered mentoring or nurture group.

The school also has access to further support, such as counselling and parent support workers, who help support families in our community. Do talk to our SENCo if you think they can help your family.

A few vulnerable children are given "pupil one- page profiles" and 'health care plans' an "at a glance" information sheet about a child, developed in collaboration with the teacher, child and parent. These are shared with all staff including MSAs and are also available for visiting teachers in order to maintain a consistent and understanding approach towards a pupil with very specific needs.

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

The school has a bespoke response to supporting children and families and so, depending on need, we use a wide range of expertise, services and other professionals in order to ensure your child's happiness and progress. This might include:-

School health, Speech and Language Therapy, The Educational Psychology service, Aspects, Counselling in schools service, Rivers Behaviour Base, Thorley Hill SpLd Base who offer advice and support with specific difficulties in English and Maths, Outreach support from specialist schools can be requested. Integrated services for Learning supports children on the autism spectrum and children with communication difficulties, hearing impairment, visual impairment and multisensory impairments as well as providing support from Educational Psychologists, attendance team and support for medical absences.

We also regularly liaise with Occupational Health and Physiotherapy, The Child Development Centre and Children's Services.

What training have the staff supporting children and young people with SEND, had or are having?

All staff support children with SEND to a lesser or greater degree. The school therefore has an annual focus for all staff on different areas of need depending upon the need within the school. We are currently working to further our training on behaviour approaches and supporting pupils with social emotional and mental health (SEMH) issues. Last year all staff trained on the STEPS behaviour approach, which is now embedded throughout the school.

All staff benefit from regular CPD both in school and via external providers. This training will vary depending upon the relative experience of the staff and specific needs identified both on an individual and school-wide basis. We update our epipen training and asthma training every year.

Individual staff training takes place as need arises. This may be identified by the teacher at Pupil Progress Meetings or may be directly linked to a new or existing intervention. Where possible the teacher and TA are trained at the same time and training is facilitated in school so as to include the widest possible audience.

The school may also draw from online resources and training such as those provided by the Dyslexia SpLD Trust, Autism Education Trust or The Nurture Group Network.

The school belongs to a DSPL (Developing Special Provision Locally) Area Group. This group supports the school and therefore the children with a range of training opportunities and access to experts.

The SENCo also meets regularly with other SENCos from all schools across the town to share current training and good practise.

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

At our school we hold regular curriculum meetings to help you support your child. Curriculum Evenings tend to be around the areas of Maths and English and can cover such things as phonics, spelling, grammar and numeracy skills. Decisions on the content of the evening are made in response to parent feedback and emerging need.

You will receive regular class newsletters and curriculum plans to help you stay in touch with what the class is doing that half term.

Our website is another source of useful information and worth checking from time to time.

Parent consultations are another opportunity to discuss the support you can give your child at home but teachers are happy to discuss how you can support your child at home on a more personal basis where the need arises.

Individual Provision Plan reviews often contain strategies and ideas that can be worked on at home.

All classes have an expectation of homework, which will vary in content and quantity from year group to year group and child to child. This should be made clear to you at the start of the year, if in doubt please ask.

Please let the school know if your literacy or numeracy is an issue for you at home so that we can support you further.

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

Class teachers will always be interested in any contribution or view you can make about their child's progress. We recognise that parents are experts on their children so are a valuable source of information and support.

Class teachers will talk with parents about any concerns they have as soon as they have them. They will work with you to share strategies and joined up ways of working so that you can support your child in a similar way at home.

A few children will have an individual provision plan and parents will be invited in to school each term by the class teacher to review the current plan and discuss which area of learning to focus on next. The child will also be asked to contribute to the plan, to enable them to be engaged and motivated to work on targeted areas and achieve the best possible outcomes.

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

Ours is an inclusive school and the needs of **all children** will be considered in the planning of any trip or event.

School trips are planned meticulously using County's Risk Assessment format, which will include individual risk assessments where needed. Staff allocation will be informed by this process. Parents may be involved at all stages of the planning and delivery of any school trip or event to ensure success.

How accessible is the school environment?

The classrooms are regularly reviewed to ensure they are as inclusive as possible to all children, this might include things like easily accessible equipment to support learning. Different font sizes and coloured paper are used for a few children as required.

Who can I contact for further information?

Any questions can be made to the class teacher who will endeavour to help or be able to direct you to a member of staff who can. The school SENCo can be contacted by telephone or email (inco@reedings.herts.sch.uk) and is currently available Monday - Wednesday. But messages can be left throughout the week.

You may also speak to a member of the Senior Leadership Team by making an appointment.

The school office is always open during school hours and office staff will happily direct enquires to the most appropriate member of staff.

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?

Change can be difficult for all children to manage but can be a particular challenge for those with SEND.

The SENCo works across the school from year 3 to year 6 and so will be a consistent person in your family's life until year 6; she has links with local infant schools as well as the local secondary. This prior knowledge and understanding of the journey so far that some children and families have made, helps to make the transition between the schools and beyond as smooth as possible.

Pupil Passports are used for a few vulnerable children at transition times and depending on the child additional visits, parent meetings, support, mentoring, photographs and information on the new teacher or environment may also be part of supporting your child's transition.

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

The School's SEN budget allocation is predominantly used to provide additional staff support that will be used strategically to support as much identified need as possible.

A smaller percentage is used for specific training and to purchase resources and equipment as necessary, all of which is again deployed according to need.

A few children with "Exceptional Needs" that require more support than the school budget can sustain, may need the school to apply for additional funding from a County held pot of money known as the **Exceptional Needs budget**. An application can be submitted termly to a panel and the needs of the child will then be compared against applications from the rest of the district in order to ensure its "exceptionality" before agreeing the application. Parents will always be consulted if the school is to try and apply for additional funding for their child.

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

Decisions around support allocated to children comes from the class teacher, the termly Pupil Progress Meetings, as well as prior knowledge of the needs of children new to the school.

Of course our decisions must form part of a whole school strategic view and take account of all the children's best interests. All classes have adult support and each term we look at the picture of need and decide on groups or paired work and their focus areas, as well as any training that might necessitate.

As the SENCo works across the school she is able to predict and put into place support as the children enter different year groups. Training needs for teachers and TAs around very specific need can therefore largely be anticipated and attended to prior to children joining the school.

Unhappy?

Please talk to us! We truly believe that an open, honest conversation is the best way to resolve any problem you might have.

If you do not feel able to do this, The Parent Partnership Service (see below) may be able to answer any questions you have or support you in talking to us. www.parent.partnership@hertfordshire.gov.uk

We have a complaints policy that you may wish to read.

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 disabilities?

More information on the services provided locally can be found on the Reedings website:

www.reedings.herts.sch.uk

The authority's local offer of services and provision for children and young people with SEN can be accessed at <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

The Parent Partnership Service - an impartial, advice and support service funded by Herts County Council for parents, carers, young people (0-25) and professionals.

<https://www.hertfordshire.gov.uk/microsites/local-offer/support/sendiaass.aspx>