



SEN Information Report / Local Offer Submission 2017/2018 (all schools)

Please submit your responses to Disc@reading.gov.uk

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: Redlands Primary School

Address: Lydford Road, Reading RG1 5QH

Telephone: 01189375527

Email: admin@redlands.reading.sch.uk

Website: <http://www.redlandsschool.co.uk/>

Ofsted link: <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109787>

Headteacher: Ms Sarah Bergson

SENCo:

Name: Cathy McCarthy

Contact: senco@redlands.reading.sch.uk

Date of latest Accessibility Plan: <http://www.redlandsschool.co.uk/policies-1>

Date completed: Summer 2017

By whom: Ms Sarah Bergson

Role: Headteacher

School Logo (optional)

Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children’s Act). This report is co-produced by the Headteacher, Governor’s and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

***School to provide a general statement about what the school provides in box below**

General Statement -

Redlands Primary School promotes an inclusive, graduated approach to assessing, identifying and providing for pupils’ special educational needs. This approach follows a model of action, intervention and review to help children make progress and successfully access the curriculum at their level.

Quality first teaching is at the heart of teachers’ practice. But in cases where appropriately differentiated tasks are not sufficient provision, interventions run by members of the SEND team will be offered. These are evaluated termly by staff, the SEND team and children which supports the setting of IEP targets for the coming term.

We recognise that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing. We have strong relationships with external agencies who may become involved when a child’s need is more complex. We will always work in partnership with families to achieve the best outcomes possible for all.

Regulations			School Response
1	The kinds of special educational needs for which provision is made at the school	Do you have children with SEND in your school? What kinds of SEND do those children have?	We currently have 41 children on our SEND register or 15% of the school population from FS2 – Yr 6. We have a range of needs from Cognition and Learning to Sensory and Physical. Communication and Interaction, Anxiety, Emotional and Behavioural needs are also represented on our register and included in learning. 12% of our SEND population have EHCPs
2	Information related to mainstream schools about the school’s policies for	How do you know if a pupil has SEN?	If a learner is identified as having SEND, we will provide provision that is “additional to or different from” the normal differentiated curriculum, intended to overcome the barrier to their learning. Learners can fall behind in school for lots of

	<p>the identification and assessment of pupils with SEND</p>	<p>How will I know if my child is receiving SEN support?</p>	<p>reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about things and be distracted from learning. This means that not all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.</p> <p>Once a special educational need has been identified, school interventions will be put in place and/or outside agencies involved. These procedures are part of our normal working practice. When specialists from outside school are being asked to support and/or advise, parents will always be consulted.</p> <p>Once needs have been identified interventions will be planned, targets set through IEPs and progress towards meeting those targets monitored by class teachers and the SENCo who will feedback to parents at least 3 timer per year.</p>
<p>3.</p>	<p>Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans</p>	<p>Where can I find information about the school SEN Policy?</p>	<p>Further information can be found on our website in the policy section.</p> <p>Relevant policies are: SEND policy Teaching and Learning policy Equality, inclusion and diversity policy Accessibility plan</p>
<p>3 a.</p>	<p>How the school evaluates the effectiveness of its provision for such schools</p>	<p>How do you make sure that the SEN provision is helping pupils make better progress ?</p>	<p>Progress is evaluated termly by staff, SEND team and children before being modified accordingly.</p> <p>Information from the evaluation feeds into the teacher's planning and review of children's IEPs, which are then shared with parents at termly Parent's Evenings. Parents are then invited to make any comments or raise any concerns so these can be taken into account.</p>

		How do you check other outcomes for children with SEND, such as independence and well-being?	
3 b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>Throughout the Early Years/Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against Age Related Expectations through summative assessments. As a school we also monitor children's attainment and progress using a system called Target Tracker. Barriers to children's learning are identified and support offered to help overcome them or remove them. We analyse our SEND data termly and use this to support intervention planning. Where a child is making smaller steps of progress, another measure such as B-squared may be used.</p> <p>Termly parent meetings are called, with a full report given mid-way through the academic year. IEP reviews will usually be held separately to these but still at least 3 times per year.</p> <p>Redlands has an open door policy, and invites parents to make additional appointments should they wish to discuss progress or any other concerns.</p> <p>A parental survey for parents of children with SEND will be sent out and analysed at the end of the academic year, so as to inform provision going forward.</p> <p>Where external agencies are involved (SaLT, Educational Psychologist, Behaviour Support, Art Therapy), parents will often be invited to attend feedback meetings or receive phone calls/ written reports on how well their child is progressing towards their targets.</p>

			For children with EHCPs, an Annual Review is held - usually in the summer term. The class teacher, parents, SENCo and if appropriate a SEN Case Officer, Secondary school SENCo or other professionals involved with the child are invited to attend.
3c	The school's approach to teaching pupils with SEND	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum. To achieve this they:</p> <ul style="list-style-type: none"> • Plan appropriate work/activities for their pupils • Ensure that support is available for all children (inclusive "quality first" teaching) • Differentiate the curriculum to take account of different learning styles, interests and abilities (visual, kinaesthetic, auditory) • Ensure all children can be included in tasks/activities • Monitor individual progress • Celebrate effort and achievement • Identify those children who require additional or different support in order to make progress • Set targets for all pupils and discuss these with pupils <p>Teachers are familiar with the relevant equal opportunities legislation covering protected characteristics: race, gender, disability, sexual orientation, religion, or belief and age. (See Equality Policy)</p> <p>Our curriculum is set out on the website and topic webs are given in a booklet each term 'This term in Redlands'. Termly grid homework is also set to encourage deeper, self-directed learning around topic areas that interest the children</p>
3d	How the school adapts the curriculum and learning	How have you made the school	<p>Upper Redlands building has a ramp and an accessible toilet. Much of the main school is on the ground floor.</p> <p>Being a Victorian building over two floors can be challenging for those children with mobility needs.</p>

	<p>environment for pupils with SEND</p>	<p>buildings and site safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>Specific curriculum adaptations will broadly follow those outlined above, but we are always working to find new ways of sparking curiosity and learning for our children.</p>
<p>3 e</p>	<p>Additional support for learning that is available to pupils with SEND</p>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is</p>	<p>Intervention is carried out by the school and is "additional to and/or different from" the usual differentiated curriculum. It can take the form of:</p> <ul style="list-style-type: none"> • Using different learning material in the classroom • Making reasonable adjustments within the physical environment • Making reasonable adjustments to routines • Support staff in the classroom • A more focused level of support in a small group either in the classroom or withdrawn • from the class • 1:1 support occasionally for a specific subject area <p>Additional SEND support is timetabled by the SENCO, SEND TA and class teachers working together to ensure the support does not impact negatively on other learning in class, whenever possible.</p> <p>Support provided usually falls into one of the following categories:</p> <ul style="list-style-type: none"> • Direct – 1:1 support/teaching, small group teaching • Indirect – different visual resources, materials, apparatus • Focused withdrawal support – individual or small group outside of the classroom but

		the decision made about how much/wh at support my child will receive?	<p>working on learning that is the same as the students in the classroom</p> <ul style="list-style-type: none"> • Focused withdrawal support – individual or small group outside of the classroom which can include reading, maths, handwriting, social skills, sensory circuits, speech and language, OT activities. <p>Interventions will be detailed in the provision section of your child’s IEP and will form part of the discussion at either a parents’ meeting or a separately arranged one.</p>
3f	Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum	<p>What social and extra-curricular activities are available for students with SEND?</p> <p>How can my child and I find out about these activities ?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>At Redlands we are a fully inclusive school and strive to make all activities accessible. How this is done will depend on the needs of your child and will be in consultation with staff, the child and parents.</p> <p>All information will be given through emails, weekly letters or class letters as appropriate.</p> <p>Notice boards are displayed with current SEND information regarding RBC holiday clubs or other opportunities in the local area.</p>
3g	Support that is available for improving the emotional	What support will there be for my	We have two Emotional Literacy Support Assistant (ELSA) trained SEND teaching assistants who work with those children identified as having needs in this area.

	and social development of pupils with SEND	child's overall well-being?	Lunch time sessions are available for those children who find the free time more challenging, or who need the chance to develop friendships in a more controlled environment.
4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	Who should I contact if I want to find out more about how the school supports students with SEND? What should I do if I think my child may have a special educational need or disability?	SENCO: Miss Cathy McCarthy 01189375527 (Monday – Wednesday) or email senco@redlands.reading.sch.uk In the first instance you should contact your child's class teacher and talk through any concerns you have, as they will have a good appreciation for how your child manages throughout the day.
5.	Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured	What training have the teachers and other staff who support children and young people with SEND had?	All teachers are familiar with the school SEND Policy. All teachers and teaching assistants have information on the needs of the children they work with. The SENCO provides information to teachers annually on best practice when working with children with dyslexia, ASD, and ADHD, as well as information on support for development of children's attention and listening skills. We currently are developing a team of specialist SEND teaching assistants who are deployed across the school to deliver specific interventions and learning support. This year training has included; Sensory Processing, Hand and Peer Massage, spotting and supporting children with Anxiety, approaching and

			<p>talking with parents about challenging behaviour, Attention Autism, Lego Therapy, ASD and ELSA networks</p>
6.	<p>Information about how equipment and facilities to support children with SEND will be secured</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>Should your child need additional facilities of specialist equipment we would work the LA or relevant professionals to secure appropriate funding to source the equipment needed or to make adaptations as required.</p>
7.	<p>The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</p>	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<p>As previously mentioned, Redlands has an open door policy and staff are always willing to arrange a meeting to discuss further ways to support children as well as what is currently going on.</p> <p>The SENCo holds parents' evenings alongside the termly reviews for those parents who require additional time to talk through any concerns or questions.</p>
8.	<p>The arrangements for consulting young people with SEN about, and involving them in their education</p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>Children on the SEND register have an 'At a Glance' document which is written with their input. They are involved in setting their own targets and reflecting on how well they are getting on. This document acts as a type of One Page Profile, where staff and parents can see cycles of intervention and targets. As well as what agencies are involved in supporting the child.</p> <p>Children taking part in interventions are asked to evaluate (an at age appropriate level) what they feel they are learning and how they are able to apply these skills to the rest of the week.</p> <p>Those children with EHCPs are able to contribute directly (through attending or through written contributions) to their Annual Reviews.</p>

<p>9.</p>	<p>Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.</p>	<p>Who can I contact for further information?</p> <p>Who can I contact if I am not happy about the SEN provision made for my child?</p>	<p>At Redlands we have a SEND governor who meets termly with the SENCo to discuss matters arising in relation to provision and policy. She completes a report which is fed back to the full Governing Body. The Governing body have written an accessibility plan which is also found on our website http://www.redlandsschool.co.uk/policies-1</p> <p>You can contact: Sarah Bamford via 01189375527</p>
<p>10.</p>	<p>How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils</p>	<p>Who else provides services in school for children with SEN or disabilities?</p> <p>How can my family get support from these services?</p>	<p>When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when a child:</p> <ul style="list-style-type: none"> • continues not to make adequate progress • continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness • continues to have significant difficulty in developing literacy and numeracy skills • has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners • has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service • has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning • has learning needs that are manifesting themselves either in a more complex or in a more specific way as they move on through the school.

			<p>For these children, the difference between their attainment and that of the other children is widening and this needs further investigation. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be sought.</p> <p>The external specialist may:</p> <ul style="list-style-type: none"> • act in an advisory capacity to refine targets set by the school • extend the expertise of the teaching staff • provide additional assessment • be involved in supporting the child directly • suggest that a needs assessment is advisable • consult with all parties involved with the child <p>At Redlands, links with outside agencies are well established; we work closely with Behaviour Support, Speech and Language Therapists and the Educational Psychology team to ensure we are providing the best support possible for our children.</p> <p>Our strong links with PSC (Parenting Special Children) and the Autism Advisory team at RBC have allowed us to engage many families and put them in touch with the right support.</p>
<p>1 1.</p>	<p>The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.</p>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disability</p>	<p>Reading Families Forum http://www.readingfamiliesforum.co.uk/</p> <p>Parenting Special Children http://www.parentingspecialchildren.co.uk/</p> <p>Berkshire Autistic Society http://www.autismberkshire.org.uk/</p>

		es?	
1 2.	The school's arrangements for supporting pupils with SEND in transferring between phases of education	How will you help my child make a successful move into the next class or secondary school or other move or transition?	<p>At Redlands we liaise with secondary schools to arrange visits for all children moving on to secondary school, and additional visits for children with SEND. Where the child has an EHCP the SENCo from the receiving school is invited to attend and contribute to the Annual Review held in the summer term of Year 6.</p> <p>For children with an EHC Plan in Year 5, transition to secondary schools will be discussed in the summer term to ensure time for planning and preparation.</p>
1 3.	Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)	Where can I find out about other services that might be available for our family and my child?	<p>Reading Borough Council SEND team: www.reading.gov.uk/SEN</p> <p>Reading Local Offer: http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3</p> <p>Reading Information Advice and Support Service for SEND (formerly Parent Partnership): 0118 937 3421, email: iass@reading.gov.uk</p>
1 4.	Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the	What opportunities will we as parents and our child have to review our child's progress towards	<p>As previously stated, there are at least 3 opportunities to review your child's progress annually through termly parent/ teacher reviews. If your child has an IEP then separate meetings are often called to allow time to discuss and reflection appropriate targets and provision.</p> <p>Parents would also be able to contact the class teacher or SENCo to arrange a separate meeting should they have concerns, or visa- versa, the class teacher or SENCo may contact parents to invite them in to discuss and area of concern such as lack of progress towards outcomes.</p>

	opportunities available to work with parents and young people as part of this assessment and review	the agreed outcomes? How often will these reviews happen?	Where a child has an EHCP, parents will be invited to contribute written reflections on the year as part of the annual review process. Reviews are held at least annually.

15	Who can I contact for further information?	
	What is the complaints procedure?	

Our external partners are
Educational Psychologist
Speech & Language Therapist
Social Care

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

Is there any additional provision you have developed during the year?	
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Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and	Please add the links
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a link to the SEN Information Report on the School's own website?

<http://www.redlandsschool.co.uk/information-and-useful-links/special-educational-needs-disabilities>