



SEND School Offer

Offer reviewed: Dec 2017
Next policy review: Dec 2018

At Reinwood Junior School we are committed to offering an inclusive, broad and balanced curriculum to ensure all pupils progress to their maximum potential during their time in education. The following policy reflects our provision for these pupils whose educational needs deem them to be in need of support whatever their needs or abilities. This encompasses needs relating to learning, social and emotional well-being and behaviour.

The Salendine Nook Family Hub,

The Salendine Nook Pyramid of schools are:

- **Moorlands Primary,**
- **Reinwood Junior School,**
- **Reinwood Infants and Nursery School,**
- **Lindley Junior School,**
- **Lindley Infant School,**
- **Spring Grove Junior, Infant and Nursery School,**
- **Salendine Nook High School Academy.**

The Headteachers of all these schools have delegated to their SENCO's the responsibility to outline each schools offer for SEND. This document sets out Reinwood Junior School's Offer. To see what the other schools in our hub offer follow the links below:

www.lindleyinfantsch.org.uk

www.lindleyjun.org.uk

www.reinwoodinfantschool.com

www.springgrovejin.co.uk

www.moorlandsprimary.co.uk

www.snhs.kirklees.sch.uk

Our Approach to Special Educational Needs

We aim to:

- Provide equal opportunities for children of all needs and abilities in our school, recognising that any child may have Special Educational Needs (SEN) at some time in his or her educational career. Our school currently provides additional and/or different provision for a range of needs including communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical.
- Ensure that the special needs of children are identified, assessed and necessary provision made for any pupil who has Special Educational Needs.

- Create a learning environment that meets the special needs of each child within a broad, balanced and relevant education.
- Enable all children to have full access to all elements of the school curriculum.
- Work in partnership with parents and where relevant, outside agencies to ensure the best provision is provided for our children.
- Ensure that children with Special Educational Needs are involved, where practicable; in decisions affecting their future additional needs provision.
- Ensure that all staff are aware of their responsibilities towards pupils with special educational needs.
- Ensure that these children have the opportunity, and are expected to contribute to the work and life of the school.
- Develop the children's self-confidence and their respect of individual differences.

Definition of Special Educational Needs

Children have Special Educational Needs if they have a learning difficulty or particular need, which calls for special educational provision to be made for them.

A child has Special Educational Needs if they:

- Have a significantly greater difficulty than the majority of children of the same age; or
- Have a disability or barrier to learning, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA)

Additional provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they were taught.

School will have due regard for the Code of Practice when carrying out our duties towards all pupils with additional needs, and ensure that parents are notified when additional provision is being made for their child and will follow the procedures as follows:

SEND Procedures Chart

Teachers deliver Quality First Teaching to ALL children ensuring that they have access to a broad and balanced curriculum. When assessing teacher may notice gaps in a child's learning and to support this will plan differentiated work, adapt or change teaching strategies and collect assessment evidence e.g. behaviour log, unsupported work. (The Graduated Approach - ASSESS, PLAN, DO, REVIEW.)
The teacher will have discussion with parents to say that they are closely monitoring their child's progress.

MONITORING	STEP 1	Additional Need identified within the classroom context. Teacher highlights Area of Need Form REVIEW OF PROGRESS DATE SET	Additional Need identified within SEND Discussion Meeting Teacher highlights Area of Need Form REVIEW OF PROGRESS DATE SET	Additional Need identified with Pupil Progress Meetings Concerns recorded on Pupil Progress paper work and Teacher highlights Area of Need Form REVIEW OF PROGRESS DATE SET	Additional Need Identified from Data Analysis Information discussed with Teacher and fed into intervention timetable
	STEP 2	Following STEP 1 Review: Is further intervention required? YES - Teacher to talk to parents saying that their child is going to be receiving additional support via an intervention group (Move to STEP 3 or STEP 4). The child is recorded on the SEN register as SEN SUPPORT. Teacher will give parents the school SEND report and ask them to sign the slip that records that they have been informed. NO - Teacher to talk to parents and celebrate successes			Intervention timetable finalised by SLT to address identified needs. What additional resources may be needed to accelerate progress of all SEND groups
SEN SUPPORT	STEP 3	Additional strategies are considered within Quality First Teaching and Learning using the Intervention Grid. What is happening for the child within the classroom to support learning, behavior and/or progress? What else can we try? Who within school can support further? Intervention , Additional support from TA's, small group teaching and precision teaching. Consider additional strategies on Intervention Grid and highlight and date. Intervention identified on provision map following Pupil Progress and SENCO meetings. If little progress is made following these additional strategies /interventions then move to STEP 4.			
	STEP 4	My Support Plan is written - to give specific targets and details the provision. (This is reviewed on a Termly basis) Consider referrals to outside agencies e.g. Educational Psychologist, SALT, Physiotherapy / Occupational Therapy, SLCN, Vi, HI, Physical, CAMHS, ChEWS or PPRS. Further in-school assessments may be carried out e.g. Thrive, Dyslexia Screener etc. Individual File is started for the child - contains My Support Plan, referrals, reports, assessments and medical info etc. Progress is monitored at pupil Progress and SENCO meetings. If little progress is made following these additional strategies /interventions then move to STEP 5.			
EHCP	STEP 5	If it is believed that a child has a learning difficulty or disability that is severe, complex and potentially life-long and progress is not being made despite the additional support a request for Statutory Assessment will be made. If successful an EHCP will be issued if not school will maintain SEN SUPPORT.			

Questions you may want to ask

Who are the best people to talk to in school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?

Your first point of contact is your child's **Class teacher** who is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need
- Writing and reviewing your child's Pupil Passport
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The **Head teacher** who is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor who is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

The **SENCO** who is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Monitoring, tracking and analysing the progress of all children paying particular attention to SEND pupils and monitoring interventions teams that they may be involved in.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

What are the different types of support available for children with SEND?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

All children in school should be getting this as a part of excellent classroom practice.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress (targeted interventions)
- Your child will be given individual targets to show the next steps in their learning.
- Your child is assessed and set challenging yet achievable next steps.

Specific group work with in a smaller group of children.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, which means they have been identified by the class teacher as needing some extra support in school.

This is called an Intervention group and may be:

- Run in the classroom or other small learning space.
- Run by a teacher or teaching assistant who has had training to run these groups.

For your child and yourself this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A teacher, teaching assistant or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan

Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups

This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups, which means they have been

identified by the class teacher or SENCO as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapist, Sensory Impairment, Primary Pupil Referral Service, Educational Psychologist etc.

For your child this would mean:

- Your child will have been identified by the class teacher / SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better.
 - Support to set better targets which will include their specific expertise.
 - A group run by school staff under the guidance of the outside professional e.g a social skills group
 - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. We will tell you how the support will be used and what strategies will be put in place.
- A Pupil Passport will be created to support your child's next steps. This will be reviewed with you and new targets set where needed on a termly basis taking into account all involved agencies' views.

At this stage, with your consent, your child will be recorded on our SEND register as 'SEN Support'.

Specified Individual support

This type of support is available for children whose learning needs are:

- Severe, complex and potentially lifelong

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school.

This may be from:

- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapist, Sensory Impairment, Primary Pupil Referral Service, Educational Psychologist, ASD Outreach etc.

For your child this would mean:

- The school (or you) can request that the Local Authority to carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at the previous level within school.
- After the reports have all been sent in to the Local Authority they will decide if your child's needs are severe, complex and potentially lifelong and that they need support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the previous level of support by writing an Individual Learning Plan and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the banding of support that your child will receive from the LA and what strategies must be put in place. It will also have long and short term goals for your child.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the year group leader
- If you still have concerns following meetings with class teacher and year group leader you should speak to the SENCO or Head Teacher.
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress with their learning or needs help handling their behaviour the class teacher will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- discuss what interventions may be appropriate
- plan any additional support your child may receive by creating a Pupil Passport

The SENCO may set up a meeting with you to discuss:

- any referrals to outside professionals to support your child

How is extra support allocated to children?

- The school budget, received from Kirklees LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and SENCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - the children who need behavioural or emotional support
 - deciding what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed. Advice regarding specialist resources may be sought from outside agencies.

Who are the other services providing services to children with an SEND at Reinwood Junior School?

Directly funded by the school:

- SENCO
- Forest School Teachers
- Learning mentors
- Nurse Practitioner
- Thrive practitioners

Outside agencies which are delivered in school but paid for by the Local Authority:

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Autism Outreach
- Primary Pupil Referral Service
- Physical Impairment

Outside agencies which are provided and paid for by the National Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy

Outside agencies which are provided and paid for by Local Authority:

- School Nurse

How are the teachers in school helped to work with children with an SEND and what training do they have?

The SENCO's job is to support the class teacher in planning for children with SEND, she has a PGCE for SEN co-ordination. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class/school eg. Autism, Speech and Language and Thrive

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will the teaching be adapted for my child with SEND?

- The SENCO's job is to support the class teacher in planning for children with SEND. She has a National Award for SEN Co-ordination.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class / school e.g. Autism, Speech and Language and Attachment Disorder.

How will my child's overall well-being be supported?

Emotional Well-being:

- The learning mentor/thrive practitioner may hold a number of sessions with your child and assess their emotional well-being.
- We have a positive behavior policy, called 'Good to be Green'. If children are finding it hard to control their behaviour we may our learning mentor and teach them nurture strategies to help them manage their own behaviour.
- **We have a zero tolerance approach to bullying.**

Medicines:

- We have a policy for administering medicines and this is available on request.
- You will be asked to fill in a form to say that we have permission to give your child medicine. This medicine is kept in the school office. Only medicine prescribed for four times per day will be administered in school.
- Inhalers are kept in the Class Medical box in each classroom. They are taken on visits and trips.
- It is the responsibility of the parent to ensure that medicine in school is in date.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term in reading, writing and maths.

- At the end of each key stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and these results are published nationally and given to parents along with their child's report.
- Children that have a Pupil Passport will be reviewed with your involvement every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. The assessment levels are tracked and analysed to ensure that progress is being made.

What support do we have for you as a parent of a child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- If your child has a Pupil Passport this will be reviewed with your involvement each term.
- If your child has an EHC plan then we will hold an annual review
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We hold parents evenings twice a year, where you can look at your child's work and have a discussion with the class teacher.
- We can give you the telephone number of a service called Parent Partnership; this service helps support parents of children with SEND by making phone calls, discussing reports, helping complete forms and attending review meetings with yourself if necessary.

How is Reinwood Junior School accessible to children with SEND?

- The building is accessible to children with physical disability via ramps and internal lifts.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- All children are able to go on school trips, special arrangements will be discussed surrounding the needs of your child and mutual decisions will be made regarding appropriateness and/ or adaptations necessary.
- We have bi-lingual staff working in school to help children who have English as a second language.
- We have a disabled toilet and one shower room.

Disability discrimination

- The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children.

How will we support your child when they are joining or leaving this school? OR moving onto another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Before starting School:

- You may want to have a tour of the school. You can do this by calling school and asking to look around.
- When the administration details are collected, we ask if your child has any SEND.
- The administrator then passes this information onto the SENCO who will contact you to arrange a meeting to discuss your child's SEND.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. All Pupil Passports will be shared with the new teacher and all interventions that your child may have been attending.
- If necessary a meeting can be held with your child's current class teacher, yourselves and the new teacher for the next academic year; this will allow you to share any concerns.
- If your child would be helped by a book to support them understand moving on then it will be made for them. This may contain pictures of new teachers, the classroom etc.

How do we evaluate the effectiveness of our SEND provision?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupil' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

Useful Information

Head Teacher:

[Mrs. E. Eastwood](#)

SENCO:

[Mrs. S. Benson](#)

Pupil Wellbeing Lead:

[Miss. E. Burrows](#)

SEND Governor:

[Mrs. S. Spooner](#)

All of the above can be contacted through the school office:

Telephone: 01484 647925

Email: office@reinwoodjuniors.org.

Educational Psychologist:

[Mr. L Vegeris](#) Telephone: [01924 483744](tel:01924483744)

SEND Case Worker:

[Mrs. A. West](#) Telephone: [01484 221000](tel:01484221000)

