



## SEND Information Report / Local Offer Submission 2022/2023 (all schools)

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Please submit your responses to [localoffer@reading.gov.uk](mailto:localoffer@reading.gov.uk)

This form has been designed to bring together the Brighter Futures for Children (BFfC) requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: Kendrick School

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Telephone: 0118 901 5859

Email: [admin@kendrick.reading.sch.uk](mailto:admin@kendrick.reading.sch.uk)

Website: [www.kendrick.reading.sch.uk](http://www.kendrick.reading.sch.uk)

Ofsted link:

<https://www.kendrick.reading.sch.uk/attachments/download.asp?file=6&type=pdf>

Head teacher: Ms Christine Kattirtzi

SENCo: Ms Yvonne Le Croisette

Contact: [ylecroisette@kendrick.reading.sch.uk](mailto:ylecroisette@kendrick.reading.sch.uk)

Date of latest Accessibility Plan: July 2021

Link to Accessibility Plan: Disability Equality Policy

<https://www.kendrick.reading.sch.uk/page/?title=Policies+and+Notices&pid=28>



**Government Legislation requires all schools to publish the SEND 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 -**

Kendrick School aims to provide a curriculum which is accessible to all its students. It recognises the importance of early identification and assessment of students with SEND. Kendrick School will develop practices and procedures, which will aim to ensure that all students’ special educational needs are identified and assessed and that the curriculum is planned to meet their needs. Through effective collaboration with students, parents, staff, agencies and Local Authorities, the school aims to provide students with the educational resources and opportunities to attain their full academic potential.

Regulations		School Response	
1	<b>The kinds of special educational needs for which provision is made at the school</b>	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>The school has children with a variety of SEND</p> <p>Our staff receive ongoing training so as to be able to cater for learners who may have difficulties with:</p> <ul style="list-style-type: none"> <li>- Social, emotional and mental health needs</li> <li>- Sensory and/or physical needs</li> <li>- Cognition &amp; Learning needs</li> <li>- Speech, language and communication needs</li> </ul>
2	<b>Information related to mainstream schools about the school’s policies for the identification and assessment of pupils with SEND</b>	<p>How do you know if a pupil has SEND?</p> <p>How will I know if my child is receiving SEND support?</p>	<p>We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum and identifies clearly the next steps.</p> <p>Our staff are vigilant at supporting and raising any concerns. We use data and other forms of identification of need:</p> <ul style="list-style-type: none"> <li>- Observation and evidence gathering to identify additional needs and celebrate achievement.</li> <li>- Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have.</li> <li>- Student SEND passports are created with students and parents and are updated regularly.</li> </ul>

			<ul style="list-style-type: none"> <li>- Regular meetings with all TLCs (Heads of Year) take place to discuss wellbeing and progress of all students including students with special needs. Causes for concern (potential SEN) are highlighted and interventions put in place.</li> </ul>
<b>3.</b>	<b>Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans</b>	Where can I find information about the school SEND Policy?	<p>The school's SEN policy is available on the school's website.</p> <p>Having identified needs, we seek to match provision to need. We define expected outcomes of interventions and then monitor the impact through regular meetings and tracking of pupil progress.</p> <p>Our SENDCo leads on this aspect in collaboration with TLCs and Subject Teachers, and the Headteacher shares this information with governors/trustees.</p>
<b>3a.</b>	<b>How the school evaluates the effectiveness of its provision for such schools</b>	<p>How do you make sure that the SEND provision is helping pupils make better progress?</p> <p>How do you check other outcomes for children with SEND, such as independence and well-being?</p>	<p>The Headteacher has regular meetings with the SENDCo. The SENDCo is line managed by the Deputy Headteacher.</p> <p>The effectiveness of the school's SEND Policy will be communicated to the Governors by the Headteacher and Deputy Headteacher. Criteria will include general awareness of the policy.</p> <p>Reporting and academic assessment data is monitored and scrutinised by the SENDCo throughout the year, in collaboration with the TLCs, to check for student progress.</p> <p>Other outcomes such as growth in self-confidence, personal development, self-esteem are checked through meeting with students, school reports and seeking feedback from parents, staff and any other professionals who may be involved.</p>
<b>3b.</b>	<b>The school's arrangements for assessing and reviewing the progress of pupils with special</b>	<p>How do you check and review the progress made by pupils with SEND?</p> <p>How will I find</p>	<p>Teaching, assessing and reviewing students with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students.</p>

	<p><b>educational needs</b></p>	<p>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>We plan to integrate the assess, plan, do and review cycle with our SEND learners with the aim to look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution.</p> <p>All students and their parents receive an interim report in the form of a datasheet. This happens in November and is followed by student profiling with the Form Tutor, a senior member of staff and/or the SENDCo. Profiling of students also happens in March and July for all students.</p> <p>The parents are invited to contact the school if they have any concerns or comments about the reports.</p> <p>Students in Year 12 also receive an interim report in March. Students in years 11 and 13 receive their full reports in March, all other years in July after the school examinations. The reports contain progress data from each of subject studied by the student. All reports are reviewed by the Headteacher or Deputy Headteacher and comments are made as appropriate. The parents are invited to contact the school if they have any concerns or comments about the reports.</p> <p>There is one parent/teacher consultation per year per student. Students are invited to these meetings and in year 12 &amp; 13 it is a requirement that they attend. Parents may see all the student's teachers to discuss their progress. For matters that arise and cannot be dealt with in the time available separate appointments should be made. Parents have the opportunity of making a special appointment at any other time to discuss with the tutors or subject teachers should there be cause for concern.</p>
<p><b>3c</b></p>	<p><b>The school's approach to teaching pupils with SEND</b></p>	<p>How do your teachers help pupils with learning difficulties or disabilities to</p>	<p>Teaching students with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of</p>

		<p>learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>the students. The majority of students at Kendrick School learn and progress through these differentiated arrangements.</p> <p>A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to make adequate progress. Provision is identified, managed and communicated by the SENDCo but will on the whole be planned and delivered by teaching staff.</p> <p>To find out more about different subjects' individual curriculums, please visit the school website.</p>
<b>3d</b>	<b>How the school adapts the curriculum and learning environment for pupils with SEND</b>	<p>How have you made the school buildings and site safe and welcoming for pupils with SEND or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>The school building are maintained to a high standard and are safe and welcoming to all.</p> <p>Individual students and their learning needs or disabilities will be considered by the school, and adaptations to the classrooms and/or school site will be made where needed and as much as is possible.</p> <p>Teaching students with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Kendrick School learn and progress through these differentiated arrangements.</p>
<b>3e</b>	<b>Additional support for learning that is available to pupils with SEND</b>	<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</p>	<p>Quality First Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families.</p> <p>All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo oversees all additional support and regularly shares updates with the Governors via the Headteacher/ Deputy Headteacher.</p> <p>Additional provision for students is given in accordance to need after consultation</p>

		<p>my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>between class teacher, Tutor, TLC, student and parents. The student, in discussions with their tutor or TLC will be consulted about what help they feel they require. Academic teachers are asked for their ideas and suggestions and to report on the success of interventions that they have implemented already. Tutor, TLC or SENDCo will meet with parents and the student as needed.</p> <p>SENDCo will assess and then consult all parties involved and then make direct referral to the appropriate professional(s) if deemed necessary by the school.</p>
<b>3f</b>	<p><b>Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</b></p>	<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>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. All students are encouraged across the school to take part in extra-curricular activities offered.</p> <p>Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning of this.</p> <p>Consideration is also given to adaptations required for school trips for individual students. Parents and carers would also be closely involved in the planning of this and risk assessments updated accordingly.</p>
<b>3g</b>	<p><b>Support that is available for improving the emotional and social development of pupils with SEND</b></p>	<p>What support will there be for my child's overall well-being?</p>	<p>All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.</p> <p>Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.</p> <p>We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>Learner voice is central to our ethos and this encouraged in a variety of ways.</p>

			We have a newly established Student Welfare Team at Kendrick. 'Key workers' are assigned to individual students where higher or more frequent levels of intervention are required for a student's wellbeing.
4.	<b>In relation to mainstream schools, the name and contact details of the SEND Co-ordinator</b>	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p><b>Ms Y Le Croisette SENDCo</b></p> <p><a href="mailto:ylecroisette@kendrick.reading.sch.uk">ylecroisette@kendrick.reading.sch.uk</a></p> <p><b>In the first instance the SENDCo or TLC should be contacted about any concerns relating to SEND. The SENDCo and TLC will then start the process of observation and identification of difficulty within the school setting.</b></p>
5.	<b>Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured</b>	<p>What training have the teachers and other staff who support children and young people with SEND had?</p>	<p>Our SENDCo or representatives from the professional agencies we work with, give training to staff on particular SEN issues e.g. Dyslexia, Autism, visual or physical impairment, mental health, ADHD. There are regular opportunities throughout the year for staff to engage with training opportunities.</p>
6.	<b>Information about how equipment and facilities to support children with SEND will be secured</b>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money service, so all interventions are costed and evaluated.</p>
7.	<b>The arrangements for consulting parents of children with SEND about, and involving</b>	<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. We operate an open door policy for all communication with the school.</p> <p>We take every opportunity to strengthen</p>

	<b>such parents in, the education of their child</b>	How will you help me to support my child's learning?	this dialogue. Parents are invited to contribute though a number of means. Our Governing Body includes Parent Governors.
<b>8.</b>	<b>The arrangements for consulting young people with SEND about, and involving them in their education</b>	How will my child be involved in his/her own learning and decisions made about his/her education?	<p>We regularly share progress feedback with all our learners and their families.</p> <p>There is one parent/teacher consultation per year per student. Students are invited to these meetings and in year 12 &amp; 13 it is a requirement that they attend. Reports and interim data are issued bi-annually, and each of these are followed up with a 1:1 Profiling appointment for the student with their Tutor, TLC and/ or SENDCo.</p> <p>There is a further profiling appointment in March for all students to discuss progress and school life with their tutor, TLC and/or SENDco</p> <p>Students are involved in the setting up of their own passports. Passports are only shared with staff once a student has checked the strategies outlined.</p> <p>Frequent meetings with SENDCO, tutor and TLC to compile and review student passports and targets set.</p>
<b>9.</b>	<b>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.</b>	<p>Who can I contact for further information?</p> <p>Who can I contact if I am not happy about the SEND provision made for my child?</p>	<p>Parental complaints about SEND provision will be heard in the first instance by the Headteacher.</p> <p>If appeals require further consideration, this will be done by a representative of the Governing Body.</p>
<b>10.</b>	<b>How the</b>	Who else	We aim to ensure that all staff working with



	<p><b>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</b></p>	<p>provides services in school for children with SEND or disabilities?</p> <p>How can my family get support from these services?</p>	<p>learners who have SEND possess a working knowledge of the difficulty to help them in supporting access to the curriculum.</p> <p>All staff hold appropriate qualifications for their role: Teachers, SENDCo, First Aid, Counsellors, Psychologists, PMHW, School Nurse.</p> <p>Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent (for students under the age of 16) before proceeding with a referral. The school has worked with the Berkshire Sensory Consortium Service, Consultant Psychologist, the Educational Psychology Service, PMHW, Counselling Services, Daisy's Dream and the School Nurse (NHS).</p> <p>For any concerns please contact the TLC or SENDCo in the first instance.</p>
11.	<p><b>The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.</b></p>	<p>Who should I contact to find out about other support for parents and families of children with SEND?</p>	<p>Berkshire Sensory Consortium Service</p> <p>Dyslexia Association: <a href="http://www.bdadyslexia.org.uk/">http://www.bdadyslexia.org.uk/</a></p> <p>ADHD Foundation: <a href="https://adhdfoundation.org.uk/">https://adhdfoundation.org.uk/</a></p> <p>Autism Berkshire: <a href="https://www.autismberkshire.org.uk/">https://www.autismberkshire.org.uk/</a></p>
12.	<p><b>The school's arrangements for supporting pupils with SEND in transferring between phases of education</b></p>	<p>How will you help my child make a successful move into the next class or secondary school or other move or transition?</p>	<p>We have a robust Induction programme in place for welcoming new learners to our setting. Our Provision Management systems records what aspects of our environment help child/young people learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children/young people move onto.</p>
13.	<p><b>Information on where the LA's SEND</b></p>	<p>Where can I find out about other services that</p>	<p><b>Kendrick School website</b> <a href="http://www.kendrick.reading.sch.uk">www.kendrick.reading.sch.uk</a></p>

	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)	might be available for our family and my child?	<p><b>Family Information Service</b>  <a href="http://www.readingfis.org">www.readingfis.org</a></p> <p><b>Reading Local Offer</b>  <a href="http://www.readingsendlocaloffer.org">www.readingsendlocaloffer.org</a></p>
14.	Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review	<p>What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p>	<p>Annual review meetings: Education, Health and Care Plans are used to actively monitor young people's progress towards outcomes and longer term aspirations. They are reviewed as a minimum every 12 months. Reviews focus on the young person's progress toward achieving outcomes specified in the Plan. The review also considers whether these outcomes and supporting targets remain appropriate. Parents are an integral part of the Annual review process for EHCPs; their contributions and comments will be requested, and parents will also be invited to the review meeting.</p> <p>Where a student does not have an EHCP, but is in receipt of school support, parents will be notified when a student's passport is reviewed as a minimum every 12 months.</p>

15	Who can I contact for further information?	Ms Yvonne Le Croisette- SENDCo
	What is the complaints procedure?	<p>Parental complaints about SEND provision will be heard in the first instance by the Headteacher.</p> <p>If appeals require further consideration, this will be done by a representative of the Governing Body.</p>

<b>Our external partners are</b>
<b>Educational Psychologist</b>
<b>Primary Mental Health Worker</b>
<b>Social Care</b>
<b>Berkshire Sensory Consortium Service</b>
<b>SPLD and Access Arrangements Assessor</b>

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

<p><b>Is there any additional provision you have developed during the year?</b></p>	<p><b>We expanded our allocated provision of Educational Psychologist and Primary Mental Health Worker support from 9 sessions per year to 15.</b></p> <p><b>Staff training on understanding Autism.</b></p> <p><b>Staff training on supporting students with Dyslexia.</b></p> <p><b>Staff training on supporting students with anxiety.</b></p> <p><b>The role of the Student Welfare Team continues to be expanded within the school. We now also have a fully-operational designated Base for students to access as a quiet space within the school.</b></p>
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<p><b>Has the school added a link to the SEND Information Report /Local Offer on the Reading Services</b></p>	<p><b>Please add the links</b></p> <p><b>The Local Offer</b>  <a href="https://servicesguide.reading.gov.uk/kb5/reading/directory/home.page">https://servicesguide.reading.gov.uk/kb5/reading/directory/home.page</a></p> <p><b>The school has a SEN policy and SEN Information Report which can be found on the school website</b>  <a href="https://www.kendrick.reading.sch.uk/page/?title=Policies+and+Notices&amp;pid=2">https://www.kendrick.reading.sch.uk/page/?title=Policies+and+Notices&amp;pid=2</a></p>
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<b>Guide and a link to the SEND Information Report on the School's own website?</b>	
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