



SEN Information Report / Local Offer Submission 2018/2019 (all schools)

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

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Reading

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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: <http://www.kendrick.reading.sch.uk/wp-content/uploads/2014/01/KENDRICK-SCHOOL-OFSTED-REPORT-2008.pdf>

Head teacher: Ms Christine Kattirtzi

SENCo:

Name: Ms Helen Stacey

Contact:0118 9015859

Date of latest Accessibility Plan: Sept 2015

Date completed: Sept 2015

By whom:

Name: Nick Simmonds

Role: Deputy Headteacher



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 -**

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	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?	The school has children with a variety of SEND  Our staff have been trained so as to be able to cater for learners who may have difficulties with:  Cognition and learning  Communication and Interaction  Social, Emotional and Mental Health  Sensory and/or Physical Needs
2	Information related to mainstream schools about the school’s policies for the identification and assessment of pupils with SEND	How do you know if a pupil has SEN?  How will I know if my child is receiving SEN support?	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. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment/observation to identify additional needs and celebrate

			<p>achievement.</p> <p>Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have.</p> <p>Student SEND passports are created with students and parents and are updated termly.</p> <p>Regular meetings with all TLCs (Heads of Year) take place to discuss well-being and progress of all students including students with special needs. Causes for concern (potential SEN) are highlighted and interventions put in place.</p>
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	Where can I find information about the school SEN 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. Our SENCo leads on this aspect and the head teacher shares this information with governors/trustees.</p>
3a.	How the school evaluates the effectiveness of its provision for such schools	<p>How do you make sure that the SEN provision is helping pupils make better progress?</p> <p>How do you check other outcomes for children with SEND, such as independence</p>	<p>The Head teacher has regular meetings with the SENDCo. The SENDCo is line managed by the Deputy Head teacher.</p> <p>The effectiveness of the school's SEND Policy will be communicated to the Governors by the Head teacher and Deputy Head teacher. Criteria will include general</p>

		and well-being?	<p>awareness of the policy. Governors receive six inclusion reports per year from the SENDco.</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 tutors.</p>
3b.	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>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>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 and a tutor comment. This happens in November and is followed by profiling with the form tutor or mentor. The parents are required to acknowledge receipt of the interim report and are invited to comment on it.</p>

			<p>Students in years 11, 12 and 13 receive their reports in March, all other years in July after the school examinations. The reports contain individual subject comments as well as progress data, and a negotiated student/tutor statement which includes targets and extra-curricular achievements. All reports are signed by the Head teacher or Deputy Head teacher and comments are made as appropriate. The parents are required to acknowledge receipt of the report and are invited to comment on it.</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 their daughter'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>The Student Passport is updated throughout the year and interventions are evaluated regularly</p>
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</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</p>

		moment?	<p>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 adequate progress. Provision is identified and managed by the SENDCo but will on the whole be planned and delivered by teaching staff.</p>
3d	How the school adapts the curriculum and learning environment for pupils with SEND	<p>How have you made the school 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>The school building are maintained to a high standard and are safe and welcoming to all.</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>
3e	Additional support for learning that is available to pupils with SEND	<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</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. All interventions are monitored for impact and outcomes</p>

		<p>special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN Governor.</p> <p>Additional provision for students is given in accordance to need after consultation between class teacher, Tutor, TLC, student and parents</p> <p>The student, in discussions with her tutor or TLC will be consulted about what help they feel they require</p> <p>Academic teachers are asked for their ideas and suggestions and to report on the success of interventions that they have implemented already</p> <p>Tutor and TLC will meet with parents and the student</p> <p>TLC will consult and work with SENCo</p> <p>SENCo will assess and then consult all parties involved and then make direct referral to the appropriate professional(s)</p>
3f	<p>Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</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,</p>	<p>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. 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</p>

		including school trips?	
3g	Support that is available for improving the emotional and social development of pupils with SEND	What support will there be for my child's overall well-being?	All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways.
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?	Ms Helen Stacey  011809015859  hstacey@kendrick.reading.sch.uk
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?	Our SENCo or representatives from the professional agencies we work with, give training to staff on particular SEN issues e.g. Dyslexia, Autism, Self- Harming, visual impairment
6.	Information about how equipment and facilities to support	What happens if my child needs specialist equipment or other	Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.



	children with SEND will be secured	facilities?	We seek to ensure value for money service, so all interventions are costed and evaluated.
7.	The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	How will I be involved in discussions about and planning for my child's education?  How will you help me to support my child's learning?	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. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. Our Governing Body includes Parent Governors.
8.	The arrangements for consulting young people with SEN about, and involving them in their education	How will my child be involved in his/her own learning and decisions made about his/her education?	We regularly share progress feedback with all our learners and their families.  There is one parent/teacher consultation per year per student. Students are invited to these meetings and in year 12 & 13 it is a requirement that they attend. All students and their parents receive an interim report in the form of a datasheet and a tutor comment. This happens in November and is followed by profiling with the form tutor or mentor. Frequent meetings with SENDCO, tutor and TLC to compile and review student passports and targets set each term.
9.	Any arrangements made by the governing body relating to the	Who can I contact for further information?	Parental complaints about SEND provision will be heard in the first instance by the Head teacher. If appeals require further

	treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	Who can I contact if I am not happy about the SEN provision made for my child?	consideration, this will be done by a representative of the Governing Body.
10.	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	Who else provides services in school for children with SEN or disabilities?  How can my family get support from these services?	We aim to ensure that all staff working with learners who have SEND possess a working knowledge of the difficulty to help them in supporting access to the curriculum.  All staff hold appropriate qualifications for their role: Teachers, SENDCo, First Aid, Counsellors, Psychologists, School Nurse.  Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.  The school has worked with the Berkshire Sensory Consortium Service, Consultant psychologist, the Educational Psychology Service, Counselling Services, and the School Nurse (NHS)
11.	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	Who should I contact to find out about other support for parents and families of children with SEN or disabilities?	Berkshire Sensory Consortium Service: <a href="http://berkshirescs.btck.co.uk/">http://berkshirescs.btck.co.uk/</a>  British Dyslexia Association: <a href="http://www.bdadyslexia.org.uk/">http://www.bdadyslexia.org.uk/</a>

12.	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?	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.
13.	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?	Kendrick School website <a href="http://www.kendrick.reading.sch.uk/">http://www.kendrick.reading.sch.uk/</a>
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	What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?  How often will these reviews happen?	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.

15	Who can I contact for further information?	Ms Helen Stacey
What is the complaints procedure?		Parental complaints about SEND provision will be heard in the first instance by the Head

	teacher. If appeals require further consideration, this will be done by a representative of the Governing Body.
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Our external partners are
Educational Psychologist
<b>Berkshire Sensory Consortium Service</b>
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?	<p>Mental wellbeing training</p> <p>Managing Dyslexia training for staff and students</p>
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Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?	<p>Please add the links</p> <p><b>The Local offer:</b> Information about the support and services offered by Reading Borough Council can be found at:  <a href="http://servicesguide.reading.gov.uk/kb5/reading/directory/home.page">http://servicesguide.reading.gov.uk/kb5/reading/directory/home.page</a></p> <p>The school has an SEN policy and SEN Information Report which can be found on the school website  <a href="http://www.kendrick.reading.sch.uk">http://www.kendrick.reading.sch.uk</a></p>
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