

The Local Offer for Reynolds Academy

DECISIONS ABOUT WHETHER A STUDENT HAS SEN	
<p>How does the Academy know if children need extra help and what should parents do if they think their child may have special educational needs?</p>	<p><i>At Reynolds Academy children are identified as having SEN through a variety of ways including the following:</i></p> <ul style="list-style-type: none"> ▪ <i>Liaison with previous school/setting</i> ▪ <i>Early identification/assessment is key to effective SEN intervention</i> ▪ <i>Foundation Stage assessment</i> ▪ <i>Conversations with parents following concerns</i> ▪ <i>Conversations with staff following concerns raised reference academic and other progress</i> ▪ <i>Assessing Pupil Progress through recording and tracking systems – monitored carefully</i> ▪ <i>Pupils progress measured for each child on a termly basis</i> ▪ <i>All children are RAG rated</i> ▪ <i>Liaison with external agencies</i> ▪ <i>Identification through involvement with CAF/CIN/MAT meetings</i> ▪ <i>Parental contact with Academy/SENCO</i> ▪ <i>First point of contact would be class teacher who would in turn signpost as necessary to an appropriate member of staff</i>
<p>How is the decision made about individual support for pupils?</p>	<p><i>The decision is usually made with the class teacher/ Teaching Assistant/ Principal/ SLT/SENCO together with parents and professionals involved.</i></p> <ul style="list-style-type: none"> ▪ <i>Parents are involved and invited to attend meetings</i> ▪ <i>Parents receive copies of reports, Personalised Learning Plans where appropriate and Individual Education Plans</i> ▪ <i>Advice is also given to parents as to how to support a child in the home</i> ▪ <i>Whoever needs to be involved with a child is based on the child's individual needs i.e. outside agencies, Educational Psychologist</i>

SUPPORT FOR LEARNING AND WELL BEING	
How does the Academy support pupils with special educational needs?	<ul style="list-style-type: none"> ▪ <i>Initially the Academy will map out the individual child's needs and then identify an appropriate programme of work</i> ▪ <i>Personal learning Plans are put in place for children with severe and complex Learning Needs</i> ▪ <i>Teaching Assistants are deployed effectively to ensure children's needs are being met.</i> ▪ <i>The Intervention work is headed by the SENCO and Academy Principal and involves the SENCO, teachers, teaching assistants, parents and mentors (who can support pupils with social, emotional and behavioural difficulties)</i> ▪ <i>If parents are concerned over issues relating to learning or any aspect of special educational needs then parents can telephone the Academy or make contact with the SENCO</i> ▪ <i>Governors are involved on a termly basis when they consider reports on special educational needs. Also through consideration of personnel, finance and standard reports</i>
How does the Academy help parents to support their child's learning?	<ul style="list-style-type: none"> ▪ <i>The Academy explains to parents how their child's learning is planned depending on the individual's needs. Generically, meetings are held with parents as and when required. Newsletters are sent to parents on a regular basis. Individual letters are sent to parents notifying them of changes to IEP's, removal/addition to SEN register. Specifically, Year group meetings are held regularly, e.g. relating to SATS, parents evenings are held termly. On an individual basis more personal meetings are held with parents</i> ▪ <i>To help parents to support their child's learning outside of the Academy specific advice is provided as necessary. Where appropriate, parents are signposted to training opportunities. Reynolds Academy support for Speech and language difficulties and deliver THRASS workshops</i> ▪ <i>Children are made aware of their progress and individual learning targets via conversations with individual members of staff</i>

What mechanisms are in place for supporting pupils' overall wellbeing?

- *All children are RAG rated in terms of their individual needs. In this way children are provided either with specific 1:1 support or small group support e.g. for educational needs, anger management, social communication needs, speech and language needs or may be placed on the SEN register particularly if they have received support in the past or have been supported through a CAF*
- *Reynolds Academy also maintain Pupil Profile records in class where staff can comment each week*
- *Where appropriate procedures are in place for administering medication via the medical treatment of students policy*
- *We have 16 First Aiders throughout Reynolds Academy. These members of staff receive on-going training*
- *The necessary Academy support systems are in place for addressing behaviour issues. Reynolds Academy is inclusive with a good reputation for managing behaviour*
- *The Academy has a team of teaching assistants all of whom support children with social, emotional and communication difficulties*
- *Certain individual pupils may have tailor-made programmes if required*
- *The Academy follows the Positive Behaviour policy which is applied fairly and equally to all students*
- *In the event of absence, contact is made on Day 1. Attendance is reviewed weekly and where absences are a concern referrals are made to the Educational Welfare Officer who will visit the home and report back to the Academy*
- *The views of pupils are obtained via the school council which has 2 children representing each class and via the annual pupil surveys. SLT also monitor pupil views through termly discussions*

PROGRESS, PLANNING AND KEEPING PARENTS INFORMED	
How will parents know how their child is doing?	<ul style="list-style-type: none"> ▪ <i>Parents are kept informed via the ‘normal’ end of year reports. In addition, interim meetings are held on a termly basis</i> ▪ <i>Teacher/parent meetings are held for all pupils</i> ▪ <i>The greater the need the more meetings would be held</i> ▪ <i>Assessing Pupils Progress (APP) is in place for Reading, Writing and maths</i> ▪ <i>SIMS Assessment Manager data is updated before a Pupil Progress meeting.</i> ▪ <i>If any further interventions are required, separate meetings with parents would be held</i> ▪ <i>Contact is maintained between home and Academy via a weekly report sheet</i>
<p>How are parents involved in discussions about planning for their child’s education?</p> <p>How are children able to contribute their views?</p>	<ul style="list-style-type: none"> ▪ <i>Parents are involved as much as possible in addressing their child’s educational needs</i> ▪ <i>When reporting back to parents, their child’s progress is compared with the national picture</i> ▪ <i>Regular individual child’s needs are discussed and assessed with parents. Parents are further involved via various Academy events. Some parents act as voluntary helpers in class. Children are able to contribute their views via the School Council and through pupil surveys</i>

PROVISIONS, RESOURCES AND SERVICES	
How is learning and development provision matched to individual pupils' needs?	<ul style="list-style-type: none"> ▪ <i>Differentiation of learning is provided by for example, scaffolding children's learning and providing Teaching Assistant support. This is built into all teachers planning. Behavioural needs are met through a clear and consistent whole school approach with rewards and sanctions. Social and emotional needs are met through 'listening ears' so all children feel there is always someone they can talk to about their issues</i>
How are the Academy's resources allocated and matched to pupils' SEN?	<ul style="list-style-type: none"> ▪ <i>The Academy's SEN budget is allocated to additional staffing, resources and training and is used to support pupils with additional needs and pupils with statements</i> ▪ <i>The Multi Academy Trust is responsible for allocating the SEN budget</i>
What specialist services and expertise are available at the Academy or accessed by the Academy?	<ul style="list-style-type: none"> ▪ <i>The Academy has appointed an Educational Psychologist and training is provided for ASD, Speech and Language difficulties, EALIP, ETHV</i> ▪ <i>The Academy has qualified First Aiders and staff have received Epipen training and Stoma training</i> ▪ <i>The Academy receives support from the Learning and Cognition Team, ETHV, Autism Outreach Services and other support services on a termly basis or as required</i> ▪ <i>The Academy accesses other specialist services such as health therapy and social care as required and through its involvement in CAF, CIN and Child Protection meetings</i>
How accessible is the Academy environment? (N.B. Every school/Academy must have an up to date Accessibility Plan which is reviewed periodically by Governors)	<ul style="list-style-type: none"> ▪ <i>The Academy is wheelchair accessible in all areas</i> ▪ <i>The Academy has appropriate disabled changing and toilet facilities</i>
How are pupils included in activities outside the classroom including trips?	<ul style="list-style-type: none"> ▪ <i>All pupils with SEND are able to access all of the Academy's activities – The Academy assists individual pupils on a needs-led basis</i> ▪ <i>Parents are involved in the organisation of activities and trips where their child's needs are complex. Reasonable adjustments are made where necessary</i>

STAFF TRAINING	
<p>What training have the staff supporting pupils with SEN had, or what are they expected to have? (N.B. Under the SEN Code of Practice legislation, schools/academies need to offer high quality CPD and training to the work force)</p>	<ul style="list-style-type: none"> ▪ <i>Staff have received training in First Aid, ETHV(sight problems), ASD, Dyslexia, Dyspraxia, Attachment Disorder, Speech and Language</i> ▪ <i>Staff receive SEND training depending on what is required for individual pupils</i>

TRANSITIONS	
<p>How does the Academy prepare and support pupils to join the Academy, transfer to a new school/Academy or the next stage of education and life in order to ensure their well-being?</p>	<ul style="list-style-type: none">▪ <i>SENCO's from receiving schools will meet with Reynolds Academy SENCO to share information and to plan a transition programme</i>▪ <i>Where appropriate during the summer term, regular visits will be planned for children who may find transition difficult because of their identified complex needs</i>

FURTHER INFORMATION	
Who can parents contact for further information?	<ul style="list-style-type: none">▪ <i>The first point of contact for a parent if they want to discuss any SEN matters relating to their child would be the child's class teacher</i>▪ <i>Complaints about the Academy should be addressed to the Principal</i>▪ <i>Complaints about the Principal should be addressed to the Chairman of the Governing Body</i>▪ <i>The Academy welcomes the involvement where necessary, of the Parent Partnership Service, School Nurse and any other external agencies. Their involvement is particularly valuable in SEN reviews</i>