



Rednock School Local Offer

A duty in the SEND (Special Educational Needs and Disability) Code of Practice was placed on Local Authorities from September 2014 and this is referred to as the ‘Local Offer’. This means that Local authorities must publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 who have SEND. The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available; and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers in its development and review.

Here at Rednock we produce our own Local Offer, to support the two key purposes above and to give specific detail about the SEND provision at Rednock School.

As well as our Local Offer, please do also read our school’s SEND policy.

How does our school know/identify that children have special educational needs (SEND)?	KS2 scores, KS2 data, information from primary school, screening tests on literacy, CATs tests, information from classroom teachers.
What are the first steps our school will take if special educational needs are identified?	Speak to teachers, speak to the student, speak to parents/carers and if required speak to external support, plan support with those involved.
What should parents/carers do if they think their child has SEND? How can they raise concerns?	Speak to your child’s tutor, CSO, Community Leader or a member of the lead SEND team. Parents also have the ability to request a parents evening appointment with SEND team or email them directly on senenquiries@rednockschool.org.uk
How will our school include parents and students in planning support?	Invite them to meetings, and communicate via phone or email. Use documents linked to strategies such as student’s My Profile, My Plans or EHCP to capture the voice and concerns of parents Through the use of parents consultation meetings and planned catch up meetings
How will our school teach and support children with SEND?	Through high quality Teaching and Learning, a differentiated curriculum and classes, extraction support, support from external agencies and staff training All support options are outline in our SEND Provision Wave document available on the website



How does our school plan the support?	Look at student progress, identify needs, and discuss with teachers, students and parents/carers. If a student's needs cannot be met through normal classroom practice an informed My Profile? or My Plan or My Plan+ will be used.
How is the decision made about the support your child will receive?	Discussion with staff involved, external agency reports, parents and where appropriate what the student wants.
How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents, children and young people in this process?	Both the student and parent will be in conversations about progress at Parents' Evenings. If meeting with a Community leader or the SEND team parents and the student will normally both be invited. If a student is on My Plan, parents will be invited to review the targets set on the plan.
Who could be working with your child?	Classroom teacher, Tutor, Community Leader, SEND team, TA, external support.
How does our school ensure that the information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?	Through the SEN profile as part of the SIMS communication system for staff alongside a My Plan overview if relevant
What role will the child's teacher play?	It is their responsibility to provide high quality differentiated teaching. Where a student has an EHCP and that provision is linked to TA time the teacher will instruct TAs on how they want that student supported during the lesson.
What expertise does our school and our staff have in relation to SEND?	Funding is used appropriately to support this. Our SEND team works closely with all appropriate external agencies, for example, Advisory Teaching Service, Educational Psychology and Health Professionals. Students who arrive with weak literacy and numeracy skills are catching up because of the support they receive. All teachers are given knowledge and understanding of specific conditions and disabilities such as: ASD (autism spectrum disorder), ADHD (attention deficit hyperactivity disorder), Visual Impairment Hearing impairment, a variety of Physical Disabilities Speech and Language difficulties Down Syndrome Cerebral palsy Dyslexia and how to meet individual student needs.
What intervention programmes does our school run for children with SEND and how are they delivered?	Small group extraction work for literacy and numeracy with SEND teachers FRESH Start literacy groups



	<p>Accelerated reader literacy program Numeracy intervention 1:1 support for students with social, emotional and behavioural needs Group support for students with social, emotional and behavioural needs Homework and study support Team work group at KS4 Maths intervention group Link All support options are outline in our SEND Provision Wave document available on the website</p>
<p>What teaching strategies does our school use for children with learning difficulties?</p>	<p>The progress of SEND students is an integral part of our teaching principles We work fully with our Advisory Teachers to ensure that the needs of all students with SEND are met. We adopt a range of teaching strategies to meet individual needs and are working hard to ensure teachers have the most up to date information of how to support the students in their classrooms Trauma informed training/practice. Timetable adaptations.</p>
<p>What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion?</p>	<p>1:1 support, peer mentoring behaviour plans, My Plan process, coaching and mentoring, The Link, fully staffed Internal Room. PSPs, risk assessments. Links with outside agencies and the sharing of good practise with other schools and case advise from Education Improvement Team and Early Help mediation, timetable adaptations, alternative provision.</p>
<p>Which other services do we use to provide support our students?</p>	<p>Health, Social Services, Local authority support services, voluntary organisations such as The Door and GL11 – specialist support teachers, educational psychologists, teachers for hearing and visual impairment, C and I advisory teachers, behaviour support, commissioned services as appropriate.</p>
<p>How do we meet the needs of SEND by also supporting the families of these students?</p>	<p>We fully involve families in meetings, help with administration of forms where needed, refer to external agencies if needed. We have a parenting support team in school too who focus on parental needs.</p>
<p>How does our school provide support to improve the emotional and social developments of our SEND students?</p>	<p>1:1 mentoring and coaching, support from TA in extraction sessions, social skills groups, emotional understanding groups, development of our character curriculum, effective tutoring, PSHE and Life Skills lessons.</p>



How does our school manage the administration of medications?	Please see the website for details Health care plan example here
How does our school help with personal care where this is needed?	If needed we agree a plan with parents/carers and staff involved with the student to ensure the needs of the student are met. The student's wishes are at the centre of this.
What is our policy on day trips, school outings, health and safety arrangements	The necessary planning is made to ensure that a student can access the trip with appropriate risk assessments conducted.
What measures are in place in our school to prevent bullying?	We have a strong pastoral team and a zero-tolerance approach to bullying of any nature. We have a dedicated pastoral member of staff overseeing the anti-bullying strategy. Anti Bullying Policy
What access do our SEND students have to facilities and extra-curricular activities available to all children?	Students with SEND are fully involved in extracurricular activities. Where a student has an EHCP and it is appropriate a TA might attend the club as well. Individualised after school support if need is identified.
How does our school measure outcomes and impact of the support provide to the pupil/student?	This is done through informal and formal assessments, by measuring progress against targets set, teacher evaluation as well as case studies of holistic student development. The process of Plan Do Review and the Graduated Approach is central here.
When and at what interval will this happen?	At Parents' Evenings, or more frequent if needed in particular circumstances. My Plan/My Plan + 6-12-week review (3 times per school year)
How will our school involve young people with SEND in their education?	Through student voice via the process of My Profiles in tutor time.
How do we prepare our school to welcome and support SEND students and how do we arrange and support a transfer to another school/educational establishment?	Our School has an extensive transition process. We liaise with the primary/previous/new schools to get and share prior SEND information. We offer tours and extra days to visit the school and meet key people. Where appropriate the use of summer school supports this transition.
How do we prepare our students for adult life?	Careers advice/ work with youth support services/work experience/ close liaison with post 16 local provision, taster days at post 16 provision. Referrals to the Youth Support Team or Young Gloucestershire where necessary.



How do we assess and evaluate the provision we have arranged for your child?	Looking at progress at parents evening. By seeking your feedback as well as that from the child's Teacher/TA. Review of my plan targets if they are on one. Student voice.
What special arrangements are made for exams?	Access arrangements are made for formal exams at KS4 and KS5 for students that have a history of need and history of provision. Or are raised by departments as having a specific normal way of working? The applications for these are completed in school by specialist SEND teachers in liaison with student's teachers and parents. The final decision is decided by the exam board, not the school. This does not happen at KS3
What resources and equipment do we provide for children with SEND?	If a student with a physical disability needs specialist equipment we will ensure the student has access to this with support from the advisory teaching service. The equipment needs to be within our means to supply.
Where can you find our SEND policy?	Rednock School SEND policy
What can you do if you are not happy?	Contact your child's Tutor or Community Team Contact a member of the lead SEND team (put email address here?) We do have a complaints procedure and encourage mediation and dispute resolution. We would also support parents in contacting SENDIASS.
How can parents/carers arrange a visit to our school?	We have a year 6 open evening, a Year 9 options evening and a 6th form open evening where staff and departments are all available. If needed the school SEND team can be called for additional information. You are also welcome to contact us out of these times and ask for a tour and where we can accommodate you we will do so
Who can you contact for more information?	The Community Team linked to your child or a member of the Lead SEND team