

SEND Local Offer

What kinds of special educational needs does the school/setting make provision for?

Beeston Rylands Junior is an inclusive school setting where a variety of Special Educational Needs and Disabilities are catered for. This has previously included children with ASD, Downs Syndrome, Cerebral Palsy, Ataxia, Developmental Delay, Moderate and Specific Learning Difficulties and Physical Disabilities.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Information from previous school settings is used to establish whether there has been previous interventions for SEND. Appropriate transition arrangements are put in place to ensure that pupils with specific needs are catered for and that their transition is smooth.

The school uses its assessment systems to identify SEN through looking at work, social interactions and other behaviours.

If you think your child may have special educational needs, please contact the school to discuss this with us.

3.a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The school evaluates the effectiveness of provision by closely and regularly monitoring the progress of pupils, through assessment, observation and discussion. This enables us to identify how effective provision has been and to plan ahead for further interventions.

3.b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

The school tracks how well pupils are doing through regular target setting and assessment procedures.

Information about progress and attainment is shared with parents and carers at pre-arranged meetings. These meetings also enable us to share ideas about effective methods of supporting your child at home.

If you have concerns or questions about your child's progress, class teachers are happy to discuss these whenever necessary, at a time that is convenient for all.

3.c) What is the school's approach to teaching pupils with special educational needs?

At Beeston Rylands Junior School we operate a graduated approach to teaching pupils with special educational needs. Pupils are taught using a four part process of assess, plan, do, review ensuring that work is planned appropriately to meet the needs of all pupils. Appropriate work enables children to make appropriate progress, whilst gaining confidence.

A child with significant and complex needs may be referred for an Education Health Care Plan (EHCP).

Our SEN policy can be found on the school's website and contains further information about SEN procedures: www.beestonrylandsjunior.co.uk

3.d) How will the curriculum and learning be matched to my child/young person's needs?

Following assessment of a child's progress, attainment and individual needs, the curriculum is tailored to support learning and further progress at an appropriate level. Individual targets are put in place and strategies outlined that will support that learning, using a range of teaching and learning tools.

The curriculum can be differentiated for specific needs through the provision of different work, resources and support, enabling us to provide inclusion for all pupils.

3.e) How are decisions made about the type and amount of support my child/young person will receive?

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools (the family of schools comprises a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the family of schools. The family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Resources are allocated through discussion between relevant school staff and this is regularly reviewed.

3.f) How will my child/young person be included in activities outside the classroom, including school trips?

All pupils have fair access to the wider curriculum and extra-curricular activities that take place outside the classroom, including school day visits, residential visits and clubs.

When additional activities are planned, specific arrangements for individual pupils with SEND are made in discussion with the parents.

3.g) What support will there be for my child/young person's overall well-being?

At Beeston Rylands we believe that the overall well-being of our pupils is of the utmost importance. We place great emphasis on knowing our pupils and their needs, through observation, discussion and interaction with pupils and their families.

Any concerns or specific needs that arise are discussed with the school's SENCO. Referrals to outside agencies are made where it is felt that further advice and expertise are needed.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

The school's SENCO is Miss Kathryn Harby. She can be contacted via the school office on 0115 9178355 or at office@rylands.notts.sch.uk

5. a) What training have staff supporting special educational needs had and what is planned?

The school aims to keep staff up to date with relevant training and development opportunities regarding pupils with SEND.

The SENCO, Class Teachers and Teaching Assistants attend training courses that are pertinent to the needs of children within the school. The SENCO also attends Family SEN meetings and SENCO conferences.

We recognise the need to train all our staff on SEN issues. We ensure that training opportunities are matched to the school development priorities.

5.b) What specialist services and expertise are available or accessed by the setting/school?

Referrals are made to relevant external services where additional support and advice are required. These referrals support the identification of, and provision for, children with SEND.

The SENCO is responsible for liaising with outside agencies, in particular: Educational Psychology Service; Speech and Language Service; Health Services (including school nurse); Behaviour Support Services; Schools and Family Support Service.

Support is accessed through: termly springboard meetings attended by the SENCO; referral according to thresholds as outlined in the Pathway to Provision; direct referral to services such as Speech and Language and Emotional Health and Well Being Services.

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

The school building is accessible, being on one level, with ramps and appropriate toilet facilities.

The school will access support, advice and guidance from the Local Authority where specialist equipment and facilities are required for pupils with SEND, enabling pupils to access all facilities and to gain support for their learning.

[7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?](#)

Parents and carers are regularly informed about the progress and attainment of their children. Targets are set and shared with parents and carers and opportunities are given to discuss these at parents meetings and review meetings.

Parents are invited in to discuss arrangements when it is felt to be necessary. Parents are also welcome to make appointments outside of the regular parents meetings to discuss provision with class teachers when they feel it is necessary.

[8. What are the arrangements for consulting young people with SEN and involving them in their education?](#)

Class teachers, teaching assistants and the SENCO provide opportunities for discussion with pupils about their education. Individual targets are discussed and agreed in consultation with pupils. Questionnaires and pupil interviews are also used to gain pupil voice about a range of school issues.

[9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?](#)

If a parent or carer has a concern or complaint about SEN provision, they can make an appointment to speak with the SENCO, who will discuss the concern with them. The school will provide advice on formal procedures for complaint when necessary.

Parents and carers can also refer to the general complaints procedures which are outlined on the school's website.

[10. How does the governing body involve other organisations and services \(e.g. health, social care, local authority support services and voluntary organisations\) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?](#)

The governing body has an identified governor who is linked to SEND. The governor for SEND will meet with the SENCO to discuss the profile of the school in relation to SEND. The governing body meets to ratify the SEND policy and receives information about SEND through the termly Headteacher's reports.

[11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?](#)

At Beeston Rylands Junior School, we signpost parents and carers to outside organisations and services through the use of posters, leaflets and fliers; discussions with parents and review meetings.

12. How will the school/setting prepare my child/young person to: i) Join the school/setting?

A careful transition programme will be organised allowing the child to visit the school, enabling them to get to know the setting and key members of staff.

School staff will consult with parents and carers to get a full picture of the child's needs in order for a smooth and happy start to be made.

School staff will also consult with previous school settings in order to establish key areas of need and to identify provision that works for the individual.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

A careful transition programme will be organised allowing the child to visit the school, enabling them to get to know the setting and key members of staff.

School staff will consult with parents and carers to get a full picture of the child's needs in order for a smooth and happy start to be made.

School staff will also consult with previous and next school settings in order to establish key areas of need and to identify provision that works for the individual.

iii) Prepare for adulthood and independent living?

We encourage all our pupils to develop good learning behaviours, such as team work, independence, resilience and problem solving, which will form the basis of their secondary education and adulthood.

The expectations for learning behaviours are high and appropriate to the needs of the individual or groups of children.

13. Where can I access further information?

Please visit the school's website www.beestonrylandsjunior.co.uk

You are also more than welcome to contact the school and arrange a visit to discuss your questions and concerns and see our facilities.