



LOCAL OFFER  
Special  
Educational  
Needs &  
Disabilities (SEND)  
READING



## SEN Information Report / Local Offer Submission 2021/2022 (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 local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: Geoffrey Field Junior School

Address: Exbourne Road, Whitley, Berkshire, RG2 8RH

Telephone: 01189375475

Email: [admin@geoffreyfield-jun.reading.sch.uk](mailto:admin@geoffreyfield-jun.reading.sch.uk)

Website: [www.geoffreyfieldjuniorschool.co.uk](http://www.geoffreyfieldjuniorschool.co.uk)

Ofsted link: [//www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109781](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109781)

Head teacher: Shelly Hancock

SENCo:

Name: Diana Choudhry

Contact: [senco@geoffreyfield-jun.reading.sch.uk](mailto:senco@geoffreyfield-jun.reading.sch.uk)

Date of latest Accessibility Plan:

Date completed: July 2021

By whom:

Name: Mr Dave Marks

Role: Deputy Head Teacher



**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** - Every teacher is a teacher of special needs and has a teaching assistant working alongside them. They work as a pair across the whole class. Pupils support each other with learning and this is supported through the use of talk partners. There is a collegiate feel to the school where everyone is responsible for the learning of others and this includes pupils with additional needs, as well as staff. To support this, we have open plan, teaching areas with a staff team who have a range of expertise and experience. Depending on the needs of the children and the class, we can work in small groups and sometimes with individuals.

We aim to provide additional provision within the teaching areas wherever possible as we believe that this is where children learn best. Interventions that disrupt the flow of a child’s learning within their class and with their peers are avoided. Children are withdrawn only where there is a very clearly identified specialist need which cannot be addressed within the class and every care is taken to reintroduce the child back into the group and ensure that they can pick up from where they left off. Where this is absolutely necessary, it is done for an identified purpose and for a specific and limited period of time. The outcomes are made clear beforehand and the impact monitored through pupils’ ability to apply these skills in their learning as well as through termly tracking.

Regulations		School Response	
1	<b>The kinds of special educational needs for which provision is made at the school</b>	Do you have children with SEND in your school?  What kinds of SEND do those children have?	We have a range of SEND in our school; Autism, Attention Deficit, Hyperactivity Disorder, moderate and specific learning difficulties, speech and language difficulties, hearing and visual impairments, sensory difficulties, Tourettes, dyspraxia and dysgraphia difficulties.
2	<b>Information related to mainstream schools about</b>	How do you know if a pupil has SEN?  How will I know if	The code of practice describes four broad areas of need: - communication and interaction

	<p><b>the school's policies for the identification and assessment of pupils with SEND</b></p>	<p>my child is receiving SEN support?</p>	<ul style="list-style-type: none"> <li>- cognitive and learning</li> <li>- social, mental and emotional</li> <li>- sensory and /or physical</li> </ul> <p>Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for but we also consider the needs of the whole child which will include not just the special needs. When assessing need and developing provision we therefore consider the following factors:</p> <ul style="list-style-type: none"> <li>• The curriculum that is being offered to pupils</li> <li>• The social environment in which the learning takes place</li> <li>• The physical environment and how barriers to learning are overcome</li> <li>• The nature of support provided by adults and peers.</li> </ul> <p>As a school we aim to:</p> <ul style="list-style-type: none"> <li>• identify and assess children with SEND as early as possible by gathering information from parents and other agencies</li> <li>• provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality 'first' teaching which is planned with the needs of groups and individuals in mind.</li> <li>• identify and address pupils' needs through the graduated approach and the four-part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school</li> <li>• ensure that SEND is reflected in school policies, schemes of work,</li> </ul>
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			<p>planning, monitoring and record keeping</p> <ul style="list-style-type: none"> <li>• develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate</li> </ul> <p>If parents/carers are concerned about their child's progress or about any additional needs they may have they can approach the class teacher who may then recommend a meeting with our Special Needs Coordinator (SENCO).</p>
3.	<p><b>Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans</b></p>	<p>Where can I find information about the school SEN Policy?</p>	<p>The SEN Policy is on the website and paper copies can be obtained from the school office.</p>
3a.	<p><b>How the school evaluates the effectiveness of its provision for such schools</b></p>	<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 and well-being?</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 governors play an important role in monitoring the quality of our special educational needs provision, through termly reports. The SEND Governor is Katia Major. We believe that all children are best taught within their class with their peers. Pupils are therefore only withdrawn for very specific reasons and for short and defined periods. We use interventions which have a proven track record of success. We provide workshops and other training to support parents to meet their child's needs.</p>

			<p>Every learner has a named professional s/he can talk to, should the need arise.</p> <p>Staff are regularly reminded of our policies and these are updated by the governors.</p> <p>We have a school council to find out the views of the learners. We promote the development of independence across the school/setting.</p> <p>Every member of staff receives regular training on ensuring the safety and well-being of children. The class teacher, assisted by their teaching assistant has direct responsibility for the emotional and social well-being of their children. They also oversee the health care needs of individuals.</p> <p>Through the language we use in school we continue to develop a growth mind set where children's resilience is developed and praise is given for effort.</p> <p>The Pastoral Worker has a particular responsibility to support and develop pupils who may have additional emotional, social needs. She is a trained ELSA (Emotional Literacy Support Assistant) and she is supported in this by other trained ELSAs.</p> <p>We have clear and stated strategies to include children and ensure that their needs are best met within the classroom.</p> <p>A variety of after school clubs as well as in school opportunities provide pupils with a range of choices and opportunities. This allows them to develop as individuals, so developing their self-worth and independence.</p>
<p><b>3b.</b></p>	<p><b>The school's arrangements for assessing and reviewing the progress of</b></p>	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out</p>	<p>Learner feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help/support their child's learning.</p>

	<b>pupils with special educational needs</b>	<p>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 encourage parents to invest time in developing their parenting skills.</p> <p>Parents/carers are given termly reports about their child's progress and their attainment related to national expectations.</p> <p>Individual targets are also set for pupils with SEND to reflect their individual learning needs. These are reviewed on a regular basis (at least once a term). These are shared with parents/carers alongside strategies to use at home.</p> <p>If a pupil has an EHCP, parents/carers and other professionals are invited to an Annual Review to share ideas about support provided.</p> <p>Parents/carers are supported to make the most of meetings with external professionals such as Speech Therapists and Educational Psychologists.</p>
<b>3c</b>	<b>The school's approach to teaching pupils with SEND</b>	<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 moment?</p>	<p>All teachers are teachers of children with special educational needs and develop and update their own knowledge and understanding of the range of needs we have in the school.</p> <p>Pupils, where appropriate, have access to a differentiated curriculum provision. This may involve modifying learning objectives, teaching styles and access strategies. Monitoring of progress is carried out by the class teacher and used to inform future differentiation within planning and teaching. Progress is reviewed termly (or earlier if there are concerns) and future actions agreed.</p>
<b>3d</b>	<b>How the school adapts the curriculum and learning</b>	<p>How have you made the school buildings and site safe and</p>	<p>Our Accessibility Plan is robust and regularly reviewed by governors. We remind staff and learners about the Equality Act 2010. We value</p>

	<p><b>environment for pupils with SEND</b></p>	<p>welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>and respect diversity in our setting and do our very best to meet the needs of all learners. Our SEND Policy and 'Strategies for Inclusion' within the Behaviour Policy promotes the involvement of all our learners in all aspects of the curriculum including activities outside of the classroom. Additional needs and appropriate strategies are identified. Where there are concerns of safety and access, additional consideration is taken to ensure needs are met; where applicable, parents/carers are consulted and involved in the planning. Differentiation is embedded in our curriculum and practice. There can be as wide an attainment range within year groups as there is across them, so tasks are tailored to meet the needs of individuals and groups within the class. Skilled and trained support staff work with every teacher in every lesson supporting groups and individuals. Teacher's lessons are adapted day by day, ensuring that they respond to the needs of all children in the class. The SENCo monitors attainment and progress of SEND pupils termly and will advise teachers on any further adaptations that are needed to classroom support or interventions based upon analysis of needs.</p>
<p><b>3e</b></p>	<p><b>Additional support for learning that is available to pupils with SEND</b></p>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and</p>	<p>Having identified needs, we decide how best these needs can be met- both within and beyond the classroom. For example, additional classroom resources, pastoral support, booster clubs and maths surgeries. We employ a specialist speech and language assistant to work with</p>

		<p>matched to children's 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>pupils who have speech or language difficulties providing small group or individual support outside of the usual classroom practice.</p> <p>We utilise resources to support the strategic aims of the school as well as individual learner needs.</p> <p>We monitor the impact of interventions and work to ensure that we give the best value for money.</p> <p>We set staff training and development as a core priority and this allows us to expand our capacity as well as our expertise. Working with the learner, their families and other staff, the SENCO considers a variety of options for suitable provision before deciding on a course of action.</p> <p>Children know what supports them best and so we use a range of techniques to support children to express these. These are considered and acted upon and form part of any future planning.</p> <p>All staff are clear about the need to provide for all of the children in their class through quality first teaching.</p> <p>As part of our school improvement process, the quality of teaching and learning is evaluated across the whole school and targets for improvement are set. In addition, we audit what is provided against what is currently needed or might be needed in the future and plan accordingly.</p> <p>We consider carefully with parents and other professionals additional needs of individuals and how these can best be supported. If any interventions are put in place, these will be discussed with parents before commencement. All children are expected to develop independence skills and this is given a high priority when we make decisions about additional</p>
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			provision.
<b>3f</b>	<b>Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</b>	<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>Pupils are expected to have access to all activities and given the support they need to achieve and be successful. This may involve modifying learning objectives, teaching styles and access strategies. All of our learners are involved in all aspects of the curriculum including activities outside of the classroom. The range of strategies and additional measures used are wide and constantly developing and depend on the individual needs which present themselves.</p> <p>A variety of after school clubs as well as in school opportunities provide pupils with a range of choices and opportunities. This allows them to develop as individuals, so developing their sense of wealth and independence. Pupils will be given letters about the clubs available, emails are sent to parents and details are also on the school website.</p> <p>We promote the 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> <p>Assessments are carried out prior to any off site activity to assess risk and look at ways of minimising risk. This often includes working closely with parents and carers and involving them where possible.</p>
<b>3g</b>	<b>Support that is available for improving the emotional and social</b>	<p>What support will there be for my child's overall well-being?</p>	<p>Personal and social development underpins the work of the school so that the pupils see themselves as successful learners, are cooperative and develop kindness</p>

	<p><b>development of pupils with SEND</b></p>		<p>and respect. Pupils are explicitly taught how to recognise and manage their feelings and behave appropriately so that all pupils can learn. This is modelled by the adults around them.</p> <p>The PSHE curriculum supports pupils to understand the importance of personal development, including positive personal behaviour, and an understanding of health and mental wellbeing.</p> <p>As well as the SENCO, the school has a Pastoral Worker who runs sessions for parents on a variety of topics and who helps parents to set up programmes to support individual children at home.</p> <p>The Pastoral Worker has a particular responsibility to support and develop pupils who may have additional emotional, social needs. Pupils identified as having an additional social or emotional need, will be supported through additional 1:1 or group sessions with one of our ELSAs. If necessary, advice from external professionals is sought and then joint plans are made where appropriate.</p>
<p><b>4.</b></p>	<p><b>In relation to mainstream schools, the name and contact details of the SEN Co-ordinator</b></p>	<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>In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCo.</p>
<p><b>5.</b></p>	<p><b>Information about the expertise and training of</b></p>	<p>What training have the teachers and other staff who support children and</p>	<p>Our Special Needs Co-ordinator (SENCo) has completed the mandatory National SENCo Award and is a qualified teacher.</p>

	<p><b>staff in relation to children and young people with SEND and how specialist expertise will be secured</b></p>	<p>young people with SEND had?</p>	<p>Both the SENCO and Pastoral Worker have attended other relevant training to support the roles they fulfil in school. All teachers have responsibility for all of the children in their class, including those with additional needs. They therefore have access to training to support them in their role. We regularly invest time and money in training our staff to improve classroom provision and develop enhanced skills &amp; knowledge for small group and individual interventions. This may involve them going on courses or working with external professionals. Teachers regularly observe each other and observe practice in other schools, sometimes in specialist provision. This allows us to develop our practice. We have a number of established relationships with professionals in health and social care.</p> <p>Training has included: Safeguarding training for all staff, supporting lower attaining writers, dyslexia training, supporting children with ASC, supporting children with speech and language difficulties, supporting children with reading difficulties, supporting children with handwriting difficulties, supporting children with ADHD as well as training on changes to education legislation. All staff have specialist medical training annually to support pupils with epilepsy, asthma and allergies. Further specialist training is provided to support pupils with diabetes.</p>
<p><b>6.</b></p>	<p><b>Information about how equipment and facilities to</b></p>	<p>What happens if my child needs specialist equipment or</p>	<p>The buildings and grounds provide reasonable access for pupils and the buildings include appropriate décor, signs, fixtures and fittings.</p>

	<p><b>support children with SEND will be secured</b></p>	<p>other facilities?</p>	<p>Classrooms are organised with appropriate equipment to promote the participation and independence of all pupils. Specialist resources are sourced via external services if necessary.</p> <p>The school has good access to a wide range of other professionals and has developed good working relationships with them; challenging them when necessary in order to ensure the best outcomes for children. These include: CAMHs, Educational Psychologist, Speech and language Therapists, Behaviour Support, the Children’s Single Point of Access Team, the school health team and the Local Authority SEN team.</p> <p>The school has also developed links with local voluntary groups (e.g. ABC to read).</p> <p>The school recognises the excellent contribution of other Reading schools and works closely with them; learning from them and with them to benefit the children. This includes regular meetings with SENCos from other schools to share best practice.</p>
<p><b>7.</b></p>	<p><b>The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</b></p>	<p>How will I be involved in discussions about and planning for my child’s education?</p> <p>How will you help me to support my child’s learning?</p>	<p>We welcome the involvement of parents and families in discussions about their child/young person’s learning and ask for feedback and ideas and suggestions.</p> <p>All children on the SEND register have a One Page Profile which is regularly reviewed. This sets out the children’s individual targets. When reviewing the profile, we ask pupils and their parents/carers to contribute by stating what is going well, what they would like to see improve/change and the steps they will take to bring about the changes.</p> <p>We support parents in getting further involved; providing them with strategies and skills as</p>

			<p>required.</p> <p>We make ourselves available to parents in ways that suit their needs.</p> <p>Parents are asked to give formal feedback twice a year in October and March.</p>
8.	<p><b>The arrangements for consulting young people with SEN about, and involving them in their education</b></p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>We aim to provide pupils with choice and opportunities and discuss their needs and successes with them as part of everyday practise. They contribute more formally to their termly reports and to their One Page Profiles. All pupils review their behaviour against the school values twice a year. Our priority is to listen to the child and support them to take responsibility for their own learning.</p>
9.	<p><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>	<p>Who can I contact for further information?</p> <p>Who can I contact if I am not happy about the SEN provision made for my child?</p>	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCo, Head Teacher, the Governing Body and the LA. All complaints are recorded and a response made.</p>
10.	<p><b>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</b></p>	<p>Who else provides services in school for children with SEN or disabilities?</p> <p>How can my family get support from these services?</p>	<p>We have a number of established relationships with professionals in health and social care. All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of intervention against cost, to ensure a value for money service.</p>

	<b>in supporting the families of such pupils</b>		
11.	<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>	Who should I contact to find out about other support for parents and families of children with SEN or disabilities?	Information and Advice Service for SEND (formerly Parent Partnership):  <a href="mailto:IASS@brighterfuturesforchildren.org">IASS@brighterfuturesforchildren.org</a>  01189373421  The Children's Action Team: 01189373641
12.	<b>The school's arrangements for supporting pupils with SEND in transferring between phases of education</b>	How will you help my child make a successful move into the next class or secondary school or other move or transition?	Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work well with our partner schools. Our Pastoral Worker and SENCo focus on transition in the summer and autumn terms, ensuring that learners are supported as they transfer both from infant schools and into secondary schools. There is a clear transition policy which ensures that important information is passed on quickly and efficiently to those that need it. Parents are supported to select and visit schools in the next phase of their child's education. We hold several meetings with parents both before and after transition, ensuring that we get to know the child and their family quickly. Visits are set up for pupils as they arrive or leave and additional visits are given to those children who would benefit most.
13.	<b>Information on where the LA's SEN Information</b>	Where can I find out about other services that might be available	Office staff, as well as our Pastoral Worker and SENCO are trained to support parents to access support.

	<b>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)</b>	for our family and my child?	Link to the Local Authority's SEN Information Report/Local Offer submission:  <a href="http://www.reading.gov.uk/servicesguide">www.reading.gov.uk/servicesguide</a>
14.	<b>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</b>	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?	We assess and track the progress of all our learners and discuss what needs to be done to make further improvements. We have systems in place to use data to support tracking. Advice from external professionals is sought and implemented and then evaluated on a regular cycle. We work alongside parents and families to identify priorities and how these might be addressed. Parent meetings are held termly. The One Page Profile, written in partnership with parents and the young person, identifies the outcomes we are working towards and the arrangements in place to facilitate this.

15	<b>Who can I contact for further information?</b>	School: 01189375475 Local Authority: 01189373797
	<b>What is the complaints procedure?</b>	Complaints regarding SEND provision are handled through the existing school complaints procedure - initially through the class teacher, then the SENCo/Head Teacher, the Governing Body and the LA. All complaints are recorded and a response made.

<b>Our external partners are</b>
Educational Psychologist
Speech & Language Therapist
Social Care
Behaviour Support
Child and Adolescent Mental Health Team (CAMHs)
Local Authority SEND case officer
Local Authority SEND Advisor
IASS
Equality Services
The School Health Team
ABC to Read

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

<b>Is there any additional provision you have developed during the year?</b>	<b>The Head and SENCo have been trained in the use of ‘therapeutic thinking’ to further support pupils with social, emotional and mental health difficulties. They attend annual refresher workshops.</b>
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<b>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?</b>	<b>Please add the links</b>  <a href="http://www.reading.gov.uk/servicesguide">www.reading.gov.uk/servicesguide</a>  <a href="http://www.geoffreyfieldjuniorschool.co.uk">www.geoffreyfieldjuniorschool.co.uk</a>
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