



SEN Information Report

September 2015

Approved by: December 2015 (SEN/D Governor)
FGB approval: January 2016

SENCO: Alison Green
SEN/D Governor: Kieron Woodland

Local Offer Contribution: [Southway Junior School SEND Local Offer](#)

Provision: Whole School Approach

Quality first teaching and additional interventions are defined through our ongoing dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Fundamental Principles of our Special Educational Needs Policy/Local Offer

1. A child with special educational needs should have their needs met.
2. The views of the child are sought and taken into account when identifying their needs, as well as when assessing and monitoring targets set.
3. The vital role of co-production between parents and school staff to ensure that their child's education is acknowledged, and their knowledge views and experience are used, continuing the home/school partnership started at The Gattons Infant school.
4. Children with special educational needs will be offered a broad, balanced and relevant curriculum, including the foundation stage and national curriculum, wherever possible.

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SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support. The following list includes examples of support and is not exclusive.

1. Communication and interaction

Examples of Support: Lego Therapy, Narrative Therapy, Circle of Friends, specific SALT support/targets.

2. Cognition and learning

Examples of Support: Red Alert Readers, Target Spelling, Maths Boosters, Catch Up Numeracy, Rapid Readers, Toe by Toe, Better Reading Support Partners, Direct Phonics.

3. Social, emotional and mental health

Examples of Support: Learning Mentor/ Pastoral Support, Time for Children, Lego Therapy, targeted breakfast club, Circle of Friends, Positive People, quiet room at break/lunch times

4. Sensory and/or physical needs

Examples of Support: Jump Ahead, specialist equipment / support.

Much of the school is accessible to children with physical disability via ramps.

- Class allocations can be adapted to ensure rooms are accessible for children with disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to suit children with a range of needs.
- All staff working in an area of specialised provision are highly trained in these areas and have their training needs regularly updated.
- We seek advice from a range of outside professionals to ensure that we can make reasonable adjustments (this may include the provision of specialist equipment) to enable children to access our school and to ensure that children with a disability are not treated less favourably. Please see our 'Accessibility Plan' for further information.

As of September 2015, we have 64 children or young people receiving some form of SEN Support.

Evaluating the effectiveness of provision

We have internal processes for monitoring quality of provision and assessment of need ([see page 5](#))

- Your child's progress is continually monitored by his / her class teacher.
- His / her progress is reviewed as part of an ongoing process of assessment. This will include areas such as attendance, engagement in learning and behaviour.
- An interim report is shared with parents each term prior to parent's evening in the Autumn/Spring term. You will receive your child's annual report in the summer term.
- If your child is not yet able to access the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'. At the end of each key stage, all children (who are working within the standard of the test) are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- All children in the school are set clear and measurable targets in literacy and numeracy. Only children who have needs in addition to these targets will be involved in writing an Individual Learning Plan (replacing IEP's) which will outline additional targets and strategies of support. If your child has an Individual Learning Plan, you will be asked for your views on this and given further advice on how

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you can support your child. All Parents/Carers will be informed of any extra support that your child is receiving.

- The progress of children with a statement of SEN/ Education and Health Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in each term.
- A range of ways will be used to keep you informed, which may include :
 - Home / school contact book
 - Letters / certificates sent home
 - Additional meetings as required
 - Annual reviews
 - Interim and End of Year Reports

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action / Event	Who's involved?	Frequency
Parents Evening	Class teachers, parents, children	Termly
Mid-Year Reports	Class teachers, parents, children	Annually
End of Year Reports	Class teachers, parents, children	Annually
Annual Review	SENCo, Parents, class teachers	Annually
ILP review	Class teachers, parents, children	Annually

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENCO (or Headteacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- ILP's will be reviewed with your involvement.
- Home learning will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

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In addition:

- We regularly hold workshops for parents of all children in the school, for example in relation to reading, phonics, writing or maths. We will be happy to discuss any necessary adaptations for your child.
- The ILP will include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.

If your child is undergoing an assessment towards an EHCP, you may also be supported by the Local Authority Parent Partnership Service. They will ensure that you will fully understand the process.

Staff development

We are committed to developing the ongoing expertise of our staff. We have the following current expertise in our school:

Initials of person	Area of expertise
SG	Lego Therapy
CA/SES	Catch Up Numeracy
LP/GT	Narrative Therapy/ Circle of Friends
NB	Rapid Readers/ Clicker 6
AG	Phonics Teaching
KJ/KD	Sensory processing/Jump Ahead
NJ/SS	Autistic Spectrum Condition

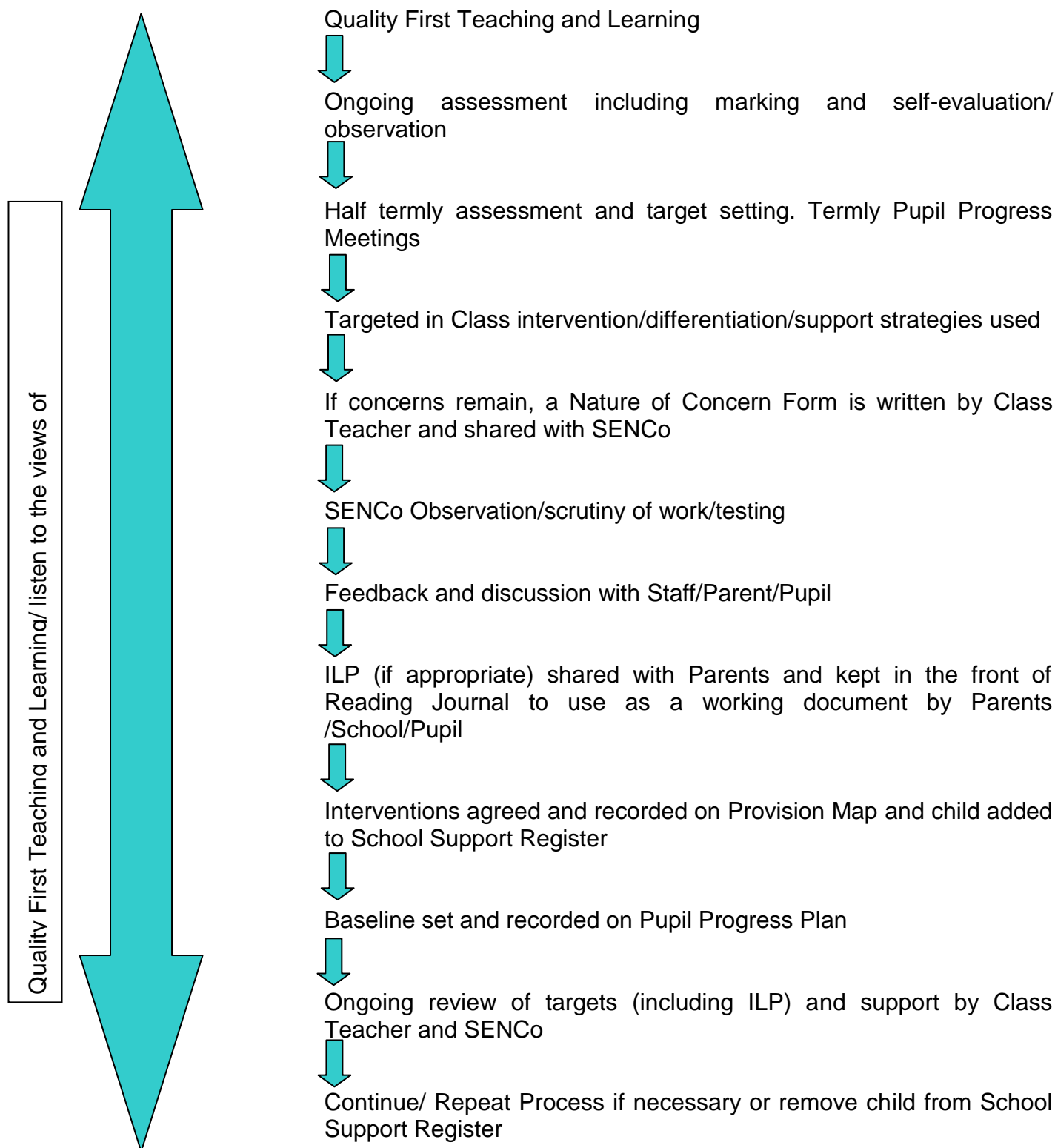
This year, we have put in additional training into interventions to support maths for struggling learners, ICT software to support struggling learners, Lego Therapy and Narrative Therapy. Several members of staff have been Team Teach trained. We regularly access a range of training and support from the County Inclusion Team and the Woodlands Mead SEN/D Hub. All support staff now lead in an area of specialism. Teaching Assistants also receive regular in-house professional development from school staff.

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Identification and Assessment of SEN: How does the school know if my child needs extra help?



Further outside advice may be accessed if needed

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Staff deployment and support

- We allocate support to pupils based on their specific needs, whether social, emotional or medical and the professional judgement of the staff working with them. Support may be directed by provisions written in a statement of SEN / Education and Health Care Plan, however the level of support for students without this will be decided on by discussions held between the SENCO, relevant teachers, parents/ carers and the pupil themselves.
- It is vital that any support provided is appropriate to the needs of the pupil and gives them opportunities to learn independently and develop skills to enable them to cope outside of the school environment. The level of support given to a pupil will be reviewed regularly, taking into account the impact that the support is having in terms of the pupil's progress, both academic and social. Parents and the students themselves will be involved wherever possible in decisions relating to the support offered.
- Considerable thought, planning and preparation are put into utilising our support staff to ensure that children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.
- The SENCO's job is to support the class teacher in planning for children with SEN.
- The school has a development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attending training courses run by internal and external agencies that are relevant to the needs of specific children in their class e.g. from the ASC Social Communication Team, Team Teach (positive handling), SALT etc. to support staff in implementing care plans.
- Whole school Child Protection Training.
- Locality training is provided dependent on requests from Locality SENCO meetings (twice termly).

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENCO/Inclusion Leader.

Finance - How are the school's resources allocated and matched to children's needs?

- The school budget, received from West Sussex Local Authority, includes money for supporting children with SEN.
- The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Headteacher and the SENCO discuss all the information they have about SEN in the school, including;
 - the children getting extra support already
 - the children needing extra support
 - The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
 - All resources/training and support are reviewed regularly and changes made as needed.

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How does the school enable pupils with special educational needs to engage in all activities?

We aim to include all pupils in appropriate extra-curricular activities and the school will make reasonable adjustments to ensure that students with special educational needs are able to take part fully in activities and trips, as long as their health and safety can be assured. This may involve assigning extra staff, preparing students in advance or adapting activities. We will liaise with parents, external agencies and the pupil to agree the appropriate outcomes.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome **21** children and young people with special educational needs or disabilities and we supported **10** children and young people transition to the next phase in education.

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child. The SENCO can arrange for you to meet the new SENCO to discuss individual needs and ensure appropriate provision is put in place.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school :
 - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All ILP will be shared with the new teacher.
 - If your child would be helped by a transition book to support them understand moving on then it will be made for them.
- In Year 6
 - The SENCO will liaise with the new SENCO and Head of Year 7 with Year 6 teachers prior to transfer to discuss the specific needs of your child with the SENCO of their secondary school.
 - Your child may attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
 - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

Governing Body

The Governor responsible for SEN/D liaises directly with the SENCo. The Governing Body are fully involved in decisions regarding the admission and provision planning for pupils with SEND. A termly report is produced by the SENCo to update the Governors and the SENCo will be asked to attend Governors Meetings if a SEN/D item is to be discussed. The SENCo writes the SEN Information Report (SEN Policy), which is agreed by the Governors. This is also an opportunity for Governors to raise questions with the SENCo.

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Complaints

Our complaints procedure can be found at: [Southway Junior School Complaints Policy](#)

Further development

1. Our strategic plans for developing and enhancing SEN provision in our school next year will be to, **Ensure equivalent progress for SEN pupils in line with the “All” pupil group and raise progress and achievement in maths for SEN pupils. We will do this by ;**
 - Observing and supporting inclusive teaching practice throughout the school
 - Introduce/ provide support methods, materials and resources for the continued provision of first class inclusive maths teaching
 - Implement and share 'Catch Up numeracy' within school and locality and review teaching practice for lower set maths groups

Relevant school policies underpinning this SEN Information Report include:

- SEN Local Offer January 2015

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

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