Southway Junior School
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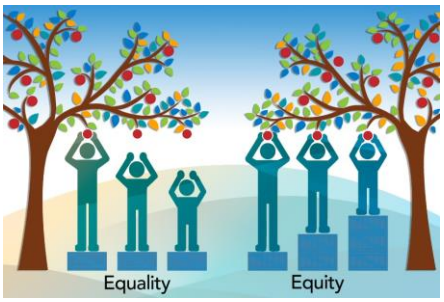
SPECIAL EDUCATION NEEDS PROVISION FOR CHILDREN AT SOUTHWAY JUNIOR SCHOOL

Approved: June 2018
Review date: June 2019

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEND in the local area.

West Sussex's Local Offer is available on the West Sussex website (https://westsussex.local-offer.org) and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND. This is the Local offer for Southway Junior School. It describes the arrangements we make that are 'additional' and 'different' for pupils with SEND to support them in accessing the same opportunities as their peers



Southway is a right respecting school and as such upholds the principles of the UN's Convention on the Rights of the child.

Article 28 - ALL children have the right to an education

Article 29 – Education should help children to

- Develop a child's personality, talents and mental and physical abilities to their fullest potential
- The development of respect for human rights
- The development of respect for the child's parents, his or her own cultural identity, language and values.
- Prepare a child for life in a free society in the spirit of understanding, peace, tolerance and equality.
- The development of respect for the natural environment."

At Southway Junior School we believe that every pupil has the right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual needs.

Educational inclusion is about ensuring all pupils are able to access the same opportunities, whatever their age, gender, ethnicity, attainment and / or background. An inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters.
The following information outlines the support and provision pupils with SEND can expect at Southway Junior School.

The diagram on the next page illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

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ALL pupils will have access to:

- High quality teaching and learning
- An interesting and differentiated creative and culturally inclusive curriculum
- Differentiated curriculum
- Reasonable adjustments to the environment and equipment for pupils with disabilities
- Assessment for learning
- Next steps to improve / move on in their learning.
- After-school clubs and educational visits
- A nurturing environment

Some pupils with additional SEND needs will have access to:

- Differentiated curriculum
- Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum.
- Targeted interventions and support matched to need
- Access to additional adult support for group-work and / or specific tasks, e.g. support within the classroom, intervention groups, speech and language groups, literacy intervention groups or 1:1, social groups, behavioural support, booster groups, etc.)
- Support from a Speech and Language Therapist, Family Support Worker, School Nurse, The Learning and Behaviour Team.

A few pupils with complex or significant needs will have access to:

- Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum.
- Individualised target setting
- Access to specialist services and therapists
- Access to specialist programmes from advisory teachers and therapists, e.g. speech and language programmes, literacy /dyslexia programmes, speech and language groups, occupational therapy, physiotherapy, etc.
- Small group or 1:1 additional adult support
- A personalised timetable (this could include additional educational visits)

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How does the school know if my child needs extra help?

- Teachers express a concern to the Special Educational Needs and Disability Coordinator (SENDCo) , which is then logged and investigated.
- Concerns raised by parents / carers to the class teacher
- Initial admissions form in which the need/concern is stated
- Information/report from other professionals, medical, etc.
- Specific assessments, e.g. from interventions
- Tracking of pupil's attainment and rate of progress
- Special Educational Needs (SEN) updates with Senior Leadership

How is the curriculum matched to pupil's needs?

- A creative and culturally inclusive curriculum
- Differentiation in curriculum planning and delivery in the classroom
- Differentiation of task
- A variety of teaching strategies
- Multisensory learning opportunities to support different learning styles
- Visual timetables
- Additional adult support (small group or 1:1)
- Intervention groups – Rapid Readers, speech and language, daily reading, daily spelling, precision teaching, Lego therapy, maths interventions, positive people, better reading partners, narrative therapy groups
- Individualised curriculum for children with SEND
- Accessing specialist resources / expertise from other schools e.g. The Woodland Meeds SEND Alliance Outreach
- Additional equipment/resources provided to meet individual needs
- Wide range of after-school clubs
- Use of strategies as recommended by advisory teachers and therapists
- Additional activities from Pupil Premium funding for identified pupils
- Special arrangements for tests and SATs
- Individual Learning Plans (where appropriate)
- Behaviour Support Plan

How is support organised for pupils with identified special educational needs?

- Staff deployment is organised well in advance of the new school year with careful consideration as to which staff will work with classes, groups and individual pupils.
- Provision maps -allocate resources to year groups and individual pupils against pupil progress
- Teaching Assistant skills matched to pupils needs
- Regular monitoring and review of allocation
- Support organised to take account of advice from outside agency specialist
- Appropriately trained teaching assistants (TAs) are allocated to work with pupils in small groups in class, with intervention groups or supporting pupils 1:1.
- Pupils who have High Needs Funding are supported through 1:1 adult support for whole or part of the day.
- Appropriate training provided for staff to meet the needs of children.
- Targeted use of pupil premium
- SEN resources managed and maintained by SENDCO
- Budget approved and monitored by Governors and Headteacher

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How does the school know whether pupils are making progress?

We use these activities / systems to measure impact. Evidence and data is measured against targets.

- Teachers' knowledge of attainment and progress within the class on an ongoing basis
- Tracking of pupils' attainment and rate of progress
- Staff meetings used to scrutinise data to inform future teaching.
- Good communication amongst all school staff
- SLT regularly in classes working with pupils and teachers
- Assessment for learning – children evaluate their own learning and receive feedback in marking and teacher-pupil conferencing.
- Termly assessment data for classes and intervention groups
- Provision mapping and reviewing
- Monitoring- lesson observations, learning walks, planning and book scrutiny by SLT and subject leaders
- Individual reviews of progress through Individual Learning Plans (ILPs)
- Feedback from parents / carers
- Pupil voice / feedback.
- Evaluations from agencies working with the school.
- Staff surveys/ needs analysis / appraisal
- Termly and annual behaviour data
- Qualitative self-esteem data.
- Assemblies / performances / classroom displays
- Governor's views are sought in relation to the School Development Plan and they are involved in policy making and review. The SEND Governor visits the school termly, where they take part in learning walks and receives an SEND update.

How are parents / carers informed about how their child is doing?

- Parents evenings
- ILP meetings
- Annual Review meetings for those with High Needs Funding and / or EHCPs (Educational Health Care Plans)
- Annual Report to Parents
- Meetings with advisory teachers and therapists
- Copies of reports from advisory teachers and therapists
- Other more informal meetings
- Parents and carers welcomed in school with prompt access to teachers and Senior Leadership Team (SLT)
- SLT in playground / school every day at the beginning and end of the school day
- Attendance meetings
- Home / school logs – two way dialogue
- Pastoral Support Plans, Behaviour Support Plans

How are decisions made about how much support individual pupils receive?

- Pupils who have High Needs Funding are supported through 1:1 adult support for whole or part of the day.
- Discussions / review meetings with parents/carers and professionals.
- Termly Pupil Progress Meetings
- Recommendations from advisory teachers or therapists
- Tracking of pupils' attainment and rate of progress

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- Class teachers also make decisions about support needed in class for specific purposes, e.g. if a pupil has struggled with a concept

How does the school know if the extra support is helping pupils to make progress?

- Tracking of pupils' attainment and rate of progress specific to an intervention.
- Termly meetings to discuss impact of Intervention groups
- Teachers expressing a concern to the SENDCo, then completing an Initial Concern Form
- Annual review of High needs / Education Health Care Plan

How are parents/carers informed about their child's needs and what support they are receiving?

- Parent / carer conferences
- Letters home to inform parents of interventions
- Meetings with advisory teachers and therapists
- Copies of reports from advisory teachers and therapists
- Informal meetings with the SENDCo and class teachers
- Annual reviews

How does the school involve parents / carers in planning to meet their child's needs and in setting targets for learning?

- Parent / carer evenings (Autumn & Spring terms)
- Writing ILPs with parent contributions
- Share support plans
- Annual Review meetings
- Copies of reports from advisory teachers and therapists
- Meetings with the SENDCo and / or class teacher

What expertise and training do the staff who support SEN pupils have?

Continuing Professional Development (CPD) for all staff is planned and agreed by the Senior Leadership Team

Staff receive training in the following ways:

- In-house training
- Local Authority training
- Induction for new staff
- Training shared between schools as part of School Alliances
- Advice on strategies, etc. by advisory teachers and therapists
- Training from outside agencies or providers
- SENDCo provides suitable resources, advice and strategies.

How are parents involved at Southway ?

Positive parent involvement and good communication are vital for the success of all children, but is particularly important for children who are gifted and talented or those who have SEND.

- Admission Welcome Booklets / School Prospectus
- Flyers and invitations to school and local community events including parents' evenings, celebration evening once a year and assemblies
- Newsletter to parents
- Letters and phone calls. Letter to inform parents if their child is receiving extra support

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- Questionnaires, support plans / annual reviews
- Triple P (parenting skills) training
- Sign posting parents to services.
- Home / school logs
- School website

What specialist support or services does the school access for pupils with SEN?

- LBAT (Learning and Behaviour Advisory Team)
- The Social Communication Team
- EP (Educational Psychology Service)
- NHS Speech and Language Therapy Service
- NHS community Occupational Therapy / Physiotherapy Services
- CDC (Child Development Centre)
- NHS Occupational Therapy Service
- Sensory Support Service
- Home Tuition Service
- Social Care Services including The Disability Team
- School Nurse Service

How are classrooms and other areas of the school adapted to meet pupil's individual needs?

- Ramps to classes allowing for ease of access
- Main entrance wheelchair accessible
- Classroom changes so children can access their classroom
- Hand rails added to stairs and toilets

What arrangements are made to support pupils with SEN taking part in after-school activities outside the classroom, including school journeys?

- Some children may require extra support and preparation before the visit, e.g. photos or a pre-visit
- Use of accessible places and transport
- Specific risk assessment considerations e.g. medical, adult support, transportation, e.g. on stairs, lifts, etc. or the use of a taxi
- A trained 1st Aider on each trip
- Differentiated activities
- Extra adult support
- Transition visits to the new secondary (or alternative primary) schools for some pupils, especially those with more complex or significant needs
- Transition booklets are created for some pupils with more complex or significant needs with photos and information about the new school
- Follow advice and recommendations from advisory teachers and therapists
- The SENDCo attends the SEN Secondary transition meeting in June and discuss individual pupils with colleagues from their secondary schools, requesting that some pupils are placed with their friends to aid transition.
- Year 6 Annual Review meetings for those with High Needs Funding; secondary colleagues invited
- Secondary schools discussed thoroughly at year 5 Annual Review Meetings.

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How does the school prepare their pupils for their next stage of education and for adult life?

- SENDCo to attend the SEN Secondary Transition meeting and discuss individual pupils with colleagues from their secondary schools, requesting that some pupils are placed with their friends to aid transition
- Year 6 Annual Review meetings for those with High Needs Funding; secondary colleagues invited
- Transition visits to the new secondary schools for some pupils, especially those with more complex or significant needs, ideally with a friend
- Transition booklets are created for some pupils with more complex or significant needs with photos and information about the new school
- Follow advice and recommendations from advisory teachers and therapists
- Some children with more complex needs may benefit from some life skills eg organizing their own equipment, using planners
- Y6 / Y7transition projects
- PSHCE drug awareness / sex education/e-safety
- Educational visits that raise expectations and experiences towards adulthood, e.g. residential trip
- Additional school responsibilities

How does the School support pupils' overall well-being?

- PSHCE lessons and circle time activities
- Rigorous behaviour systems,
- Positive behaviour rewards, awards
- Playground play leaders
- Rights Respecting (RRS) councillors
- Multi-agency meetings for vulnerable pupils
- Liaison with school nurse
- Social care core groups and conferences
- After school clubs
- Healthy Eating School
- Displays communicate school ethos
- House Captains and Sports Captains
- SLT readily available for both parents / carers and children before and after school / on duty at lunchtime
- Anti-bullying week, Autism Awareness week.
- Related School policies include: Equality Duty, Accessibility policy and scheme, Safeguarding, Inclusion, Anti-bullying and Behaviour, E-Safety

Who can parents/carers contact to talk to about their child's special educational needs?

Parents should contact the class teacher in the first instance if they have any concerns about their child, at which point the Class teacher may agree that it is appropriate to refer a pupil to the SENDCo