

## **SEN Information Report: January 2019**

**Northolmes Junior School is a mainstream, inclusive community Junior School.**

In January 2015 a new Code of Practice for Special Educational Needs and Disabilities became law in England. It covers all schools and settings that cater for children from 0 to 25.

A key part of this Code of Practice is to make it easier for parents and carers to have information about the SEND provision on offer in schools. Every school has been asked to write and publish information that explains how we identify and meet the needs of children with special educational needs or with disabilities.

### **1. How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs and Disability?**

We recognise that children can have Special Educational Needs and/or Disability either throughout, or at any time, during their school career.

At Northolmes Junior School, children are identified as having Special Educational Needs and/or Disability (SEND) through a variety of ways. These may include:

- Liaison with previous schools (such as Littlehaven Infant School)
- Tracking performance against their age expected levels
- Concerns raised by a parent or carer
- Concerns raised by class teachers
- Liaison with external agencies
- Health diagnosis through paediatrician

We constantly monitor progress across the curriculum and half termly Pupil Progress meetings are held where the progress of *all* children is discussed in detail. Where a child is found to be making less than expected progress or is attaining **significantly** below age-related expectations, discussions will then take place between the class teacher, Assistant Headteacher for Inclusion and parents as to the particular needs of the child and strategies both school and home can put in place to support them.

We also carefully observe children's social, emotional and mental health. Any concerns or significant change in any of these areas will be discussed with the class teacher, Assistant Headteacher for Inclusion and parents.

Any member of staff can raise concerns about a child. Moreover, parents are encouraged to discuss concerns that they may have about their child with the school. Staff/parents/carers then work in partnership to ensure every child receives the support they need to overcome any barriers and fulfil their potential at school. If parents have any concerns, they can contact their child's class teacher, the Assistant Headteacher for Inclusion or the Headteacher.

## **2. How will the school support my child?**

At Northolmes we ensure all teachers deliver Quality First teaching, which is inclusive of the needs of all pupils. Class teachers plan lessons which are differentiated to meet the needs of all children in their class. They may organise the class into small groups in order to focus the teaching and learning potential. Groups may be supported by a key adult, either the class teacher or teaching assistant, where appropriate, to foster effective, independent learning.

Our aim, as far as possible, is to support pupil's learning in the classroom. However, we do of course recognise that some children need additional support and at times small group or 1:1 interventions will be needed. Class teachers may liaise with the Assistant Headteacher for Inclusion for additional advice or support. SEND provision, including interventions, is recorded. Progress is monitored closely to measure the impact of interventions.

If school and parents agree that further advice is needed, a referral will be made to a specific outside agency such as the Educational Psychologist, Speech Therapist or Specific Learning Difficulties Advisory Teacher.

The SEND link Governor works closely with the school to help monitor provision. The Assistant Headteacher for Inclusion and SEND Governor meet regularly to facilitate this process.

## **3. How will I know how my child is doing?**

As a school we measure the progress and attainment of all children against age related expectations. Class teachers regularly assess each child and note areas where they are making progress as well as where further support is needed. This process starts on entry to school (usually at the start of Year 3) and progress is reviewed on a half termly basis.

If a child is on the SEND register, their progress will be carefully monitored through an Individual Learning Plan (ILP) which will have specific targets for them to meet during the school term. These targets will then be reviewed during a Planning and Review Meeting (PARM) with parents, the child's teacher and the Assistant Headteacher for Inclusion. Class teachers will discuss the progress made against the child's ILP and parents will be involved in setting new targets. Parents will also receive a copy of the ILP. If a child has not met their targets, we will discuss why this may have happened and adapt the target accordingly. We value children being able to express their views on all aspects of school life and we will discuss ILP targets with all children to help them understand what they need to do in order to make progress.

If a child has more complex SEND needs they may have an Education and Health Care Plan (EHCP). This means that each year when the plan needs to be reviewed we will hold a more formal meeting in order to discuss their progress. A report will be written by school and we will ask parents for their thoughts. Parents will be invited to attend this meeting and will receive copies of all reports from any external agency involved before the meeting takes place so that they have time to prepare and think about questions they might like to ask.

The Assistant Headteacher for Inclusion operates an "Open Door" policy that allows all parents to drop in to discuss concerns they may have at any time she is available.

#### **4. How will the learning and development provision be matched to my child's needs?**

The Class Teacher, alongside the Assistant Headteacher for Inclusion, will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

On a daily basis, teachers assess the learning of all pupils, and adjust their subsequent teaching accordingly. Children's needs are met by careful differentiation; for example, adjusting the teaching and learning styles, the structure of the lesson, the resources provided, the layout of the classroom, the pitch of activities, support from adults, pre-teaching of vocabulary and concepts. IT and visual support are regularly used.

There will be half termly pupil progress meetings, with the Headteacher, Assistant Headteacher for Inclusion and class teacher to make sure that any provision in place is having the intended impact on the child.

Termly meetings (PARM) will be held with teachers, parents and the child (where appropriate) to review the child's progress over the preceding term, and plan provision for the term ahead. Targets are agreed for the subsequent term, in order to work towards the agreed desired outcomes for the child. The voice of the child and the parents are central to these meetings. Where appropriate, advice from external professionals will be sought and used to implement specific strategies or to access particular resources or equipment.

Children may be removed from the SEND register if it is no longer necessary for them to be on there.

#### **5. What support will there be for my child's overall well-being?**

We are an inclusive school; we welcome and celebrate diversity and we are fully committed to developing "the whole child." We strive to build positive relationships whereby parents, pupils and teachers can share ideas and information together to make school a safe and happy place for everyone.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. They are the first port of call with any concerns or issues in this regard. If further support is required, the class teacher will liaise with the Assistant Headteacher for Inclusion who may feel it is appropriate to seek the support and advice of outside agencies. Parents will be fully informed in the event of the school seeking advice or support from external agencies and we will ask for parental consent before we contact the relevant teams.

The school also has two part-time Learning Mentors who work to support those children who would benefit from additional emotional support.

We have a positive approach to the management of all types of behaviour, with a reward system that is followed by all staff and pupils. This is part of our Behaviour Policy.

If a child has behavioural difficulties, a Personal Support Plan may be implemented. This will be written in consultation with the child and their parents to identify the specific issues, put support in place and set targets. If a behavioural incident takes place, we will encourage a child to reflect on

their behaviour, thinking about why it happened and what they can do next time to avoid it happening again. Incidents will be logged in order to identify any patterns of behaviour.

Attendance of every child is monitored on a daily basis by our school office. Lateness and absence are recorded and the school will take appropriate steps to encourage punctuality and prevent unauthorised absence.

## **6. What training have the staff, supporting children and young people with SEND, had or are having?**

The staff in our school (Teachers and Teaching Assistants) are continually receiving new and updated training to meet the needs of all our children and those with SEND.

All staff have received training in supporting children who have Autism Spectrum Disorder (ASD) and additional training on supporting children who have suffered from Childhood Developmental Trauma.

We also have a number of staff trained to deliver various Maths and English interventions.

At Northolmes we have a number of staff who are Team Teach trained. This is a method used for the positive handling of children should the need ever arise. Additionally, we have a number of qualified first aiders on site. Staff will receive specific training for an individual child if and when such training is appropriate.

We have a policy for the administration of prescribed medication during the school day and parents should initially contact the school office for further information. All relevant staff receive regular training on how to administer any prescribed medicine.

## **7. What specialist services and expertise are available at or accessed by the school?**

In the first instance, class teachers differentiate learning in every lesson. This means that they plan particular questions and tasks for groups or individuals so that they are able to access the work at the level that is most appropriate for them.

When a child is on the SEND register (assessed as having longer term special education needs), the school may involve outside agencies such as:

- The Learning and Behaviour Advisory Team
- Speech and Language Service
- School Nurse
- Family Link Workers
- Social Services
- Educational Psychologists
- EMAS (Ethnic Minority Achievement Service)
- Behaviour Support

Services such as Occupational Therapy and CAMHs (Child and Adolescent Mental Health Service) can be accessed via the school nurse or GP.

If a child is assessed as having longer term Special Educational Needs and is entered onto the SEND register they will also receive additional support in school. This support will be detailed termly on the child's ILP that will be created through discussion with the child and parents.

Team Around the Family (TAF) Meetings may be organised where involvement from a number of agencies is required.

In addition, if the school feels that a child's needs are so significant that they will need a plan, with legally binding provisions, to follow the child through their school career the school can also apply for an Education, Health and Care Plan (EHCP). The EHCP replaces the old Statement for Special Educational Needs.

### **8. How will the school help me support my child's learning?**

At Northolmes, we value communication and the sharing of ideas and information between home and school. There are regular opportunities for parents to discuss their child's progress and how they can best support them at home. Termly Planning and Review Meetings (PARM) take place as well as formal parent/carers consultation meetings in Autumn and Spring. The Assistant Headteacher for Inclusion will be available at all parents' evenings should parents wish to discuss their child's strengths and needs and explore further ways in which they can support their child's learning.

The Assistant Headteacher for Inclusion can also support parents with ideas and strategies to support their child at home or help parents get in touch with external agencies.

### **9. How will I be involved in discussions about and planning for my child's education?**

In addition to formal parent/carers consultation meetings, parents can also discuss their child's education with their class teacher, Assistant Headteacher for Inclusion or Headteacher.

For some pupils, a school/home liaison book may be used to enable regular information-sharing and updates between key school staff and parents/carers.

Where a child needs more focused, individualised differentiation, a ILP may be introduced to enable closer monitoring of small steps of progress. Ideas and information will be shared, reviewed and recorded through this planning each term. Advice from outside professionals will be included and followed in the plan where there is involvement.

If a child's needs are significant, it may be appropriate to undertake a statutory assessment of his/her needs. During this process parents will also be supported by the Hertfordshire SEND Team. They will ensure that that parents fully understand the process. The assessment may lead to the issue of an Education and Health Care Plan (EHCP).

### **10. How will my child be included in activities outside the classroom?**

Northolmes is an inclusive school. We provide all pupils with equal opportunities to access the curriculum and life of the school and every effort will be made to reduce barriers to participation. We are committed to including students with SEND in activities outside of the classroom, including

school trips, and will make reasonable adjustments try to facilitate this. Risk assessments will be undertaken and reasonable adjustments considered to aid inclusion regardless of need or disability.

### **11. How accessible is the school environment?**

Northolmes is subject to the general “Equality Duty” under the Equality Act 2010. We are committed to adapting our learning environment and teaching strategies as appropriate within budget constraints.

We always recommend that parents make an appointment to visit our site to make their own assessment of suitability and discuss any specific requirements. We will also liaise with external professionals involved with the child to gain further advice on how we can make the learning environment accessible to all children.

### **12. How will the school prepare and support my child to join the school and transfer to a new school?**

We encourage all new children to visit our school prior to starting where they will be shown around the school. For children with SEND we may encourage additional visits in order to ensure that the child is comfortable and familiar with their new school surroundings. For children who are moving on to a new school, such as Northolmes Junior School, we run transition groups for vulnerable pupils who may find the move more difficult. This will involve group sessions with the Learning Mentor and additional visits. Year Two class teachers will also follow a programme within class time to help children to share any concerns. Individual Social Stories may also be shared with children if we anticipate that transition might be difficult.

We liaise closely with staff from other schools when receiving and transferring children, ensuring that all relevant paperwork is passed on and all needs are discussed and understood.

If a child has an Education and Health Care Plan the review meeting will be used as a transition meeting for which staff from both schools will be invited to attend.

### **13. Who can I contact for further information?**

The first point of contact is the child’s class teacher. Parents can also arrange to meet the Assistant Headteacher for Inclusion, Lyndsay Woodland by making an appointment directly or through the school office.

Email: [office@northolmesjunior.school](mailto:office@northolmesjunior.school)

Phone: 01403 261822

There are also agencies such as ‘Parent Partnership’ and West Sussex Parent Forum, or IPSEA (Independent Parental Special Education Advice) – [www.issea.org.uk](http://www.issea.org.uk). Alternatively, parents can seek further advice from Our Locality ‘HUB’ – <http://compasssupport.org/index.html>. This website will provide information concerning the type of additional help and support that is available to children with SEND within our locality.

**14. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disabilities?**

Parents can read about West Sussex's local offer at:

<https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/send-local-offer/>

**15. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?**

Parents/carers are encouraged to come into the school to talk about any aspect of their child's education. Should it become necessary to make a complaint regarding SEND provision, initial contact should be with the child's class teacher or the Assistant Headteacher for Inclusion and then the Headteacher.

If the matter remains unresolved then parents should reference the complaints procedure, which can be found on the school website under 'Policies' or from the school office.