

Eastburn Junior and Infant School: Special Needs Information

<p>The kinds of special educational needs that are provided for at our school</p>	<p>Eastburn Junior & Infant School is an inclusive mainstream school. We comply fully with the requirements of the Special Educational and Disability Needs (SEND) Code of Practice (Jan 2015). Staff are trained and experienced in meeting the needs of learners who have difficulties in the following areas:</p> <ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Sensory and /or Physical (including disabilities which create barriers to learning) <p>Our current SEN register includes children who have needs in each of these areas.</p> <p>We will always make reasonable adjustments to our practices in accordance with the Equality Act 2010.</p>
<p>The expertise and training of staff to support children with SEN, including how specialist expertise will be secured</p>	<ul style="list-style-type: none"> • All staff undertake general training within school on supporting children with a range of SEND. • Individuals also receive specialist training where necessary to meet the needs of particular pupils. • We currently have staff with specialist training and/or expertise in speech, language and communication and in supporting children on the autism spectrum, with attachment difficulties, and with physical difficulties. • In addition to using our staff expertise, we work with a range of outside agencies from education, health and social services to support a wide range of special educational needs. • Through the Two Valleys Collaborative we work with ten other local primary schools to ensure that our practice is up to date and to procure extra specialist support.
<p>Identifying children with SEN and assessing/reviewing</p>	<p>Because Eastburn is a small school we get to know all of our children and families well. We use ongoing teacher assessments and termly pupil progress meetings to identify pupils making less than expected progress.</p> <ul style="list-style-type: none"> • The first response to this is high-quality targeted teaching by the class teacher, supported by

<p>their needs</p>	<p>teaching assistants.</p> <ul style="list-style-type: none"> • Where progress continues to be less than expected the class teacher will discuss their concerns with the Special Needs Coordinator (SENCO). In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil’s progress alongside background information from discussions with parents/carers and where appropriate with the child. • If the support needed can be provided by adapting the school’s usual provision then a child might not be placed on the SEN register. • If the support required is different from or additional to what is usually offered by the school, there begins a four part cycle (<i>assess - plan - do - review</i>) through which the school seeks to remove barriers to learning and put effective special educational provision in place. Earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil’s needs, and of which strategies best support the pupil’s progress. This is known as the <i>graduated approach</i>. It draws on more detailed assessments and more specialist expertise in successive cycles. • Where several cycles of the graduated approach are needed, the child will normally be placed on the SEN register at “SEN Support.” • Particular care is taken when identifying and assessing SEN for children whose first language is not English. • Parents are encouraged to speak to the class teacher and SENCO about any concerns they have regarding their child’s needs.
<p>Name and contact details of SENCO</p>	<p>Jenny Hughes hughesj@eastburn.bradford.sch.uk</p>
<p>Arrangements for consulting with parents and</p>	<ul style="list-style-type: none"> • We operate an open door policy: parents are strongly encouraged to speak to the class teacher or the SENCO if they have concerns about progress or SEN provision for their child. • We share information termly with all parents/carers about their children’s learning at our parents’

<p>involving them in their child's education</p>	<p>consultation evenings. Parents whose children have SEN are offered longer parents' evening slots, or (where the SENCO's input is needed) separate appointments.</p> <ul style="list-style-type: none"> • At these meetings we share next steps in learning and also discuss ways in which parents can support their child's learning at home. • We host occasional curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child. • Our Pastoral Manager provides information and support for parents, including Family Links parenting courses. She also runs a weekly informal coffee afternoon open to all parents. • Parents are invited to contribute to school life in various ways such as participation on the Governing body, on the PTA (Friends of Eastburn), as volunteer reading partners or helping on school trips.
<p>Arrangements for consulting pupils with SEN and involving them in their education</p>	<p>We believe that all children need to develop self-awareness and self-determination, so pupils with SEN are increasingly involved in discussions of their own needs and progress as they move through school.</p> <ul style="list-style-type: none"> • We involve pupils in the initial information gathering by drawing up with them and their parents/carers a 'whole child map' of their needs and strengths. • Children are encouraged to reflect on their own progress and increasingly to identify things they find difficult and strategies that help them. • They are included in the discussions with parents during the <i>assess - plan - do - review</i> cycle. • Targets are shared verbally or visually with pupils (as appropriate) and successes are celebrated. • Pupils with a Statement or EHC plan send an invitation to their parents to attend their annual review and will attend part of the meeting to share their achievements for the year and aspirations for the future.
<p>Arrangements for supporting children in transition between year</p>	<ul style="list-style-type: none"> • We work hard to enable all children to make smooth transitions from class to class. Classroom staff share relevant information about the strengths, needs and vulnerabilities of all children, and particularly those with SEN, as they approach transition. Children are given opportunities to visit their next classroom and to get to know their next teacher before the end of each school year. • We have a very strong relationship with South Craven School, where most of our children go after

<p>groups and between phases of education</p>	<p>leaving us in Y6. Extra transition visits and sessions are arranged for children with SEN.</p> <ul style="list-style-type: none"> • We make contact with any other secondary school receiving children from us, and arrange transition visits and transfer of detailed information. • Our Pastoral Manager and other support staff run weekly transition groups during the Summer term for children who may find transition to secondary school particularly tricky. These groups often include children with SEND. • Parents are invited to discuss choices for secondary school. For children with a Statement or Education, Health and Care plan the Y5 Annual Review meeting is used to discuss options for secondary education.
<p>The approach to teaching children and young people with SEN</p>	<ul style="list-style-type: none"> • Each class teacher at Eastburn takes responsibility for the progress and wellbeing of every child in the class. High quality teaching, differentiated for individual pupils, is always the first step in responding to pupils who have SEN. Our Teaching Assistants support the class teachers in providing high quality teaching for all of our children. • All teachers are committed to creating an inclusive learning environment in their classrooms, believing this to be the key to ensuring that ALL children make good progress. • We recognise that some children require a more personalised curriculum and support in a quieter work space free from distractions. We strive to provide this either within the classroom or in our Nurture group, which provides small-group specialised support for children with Social, Emotional and Mental Health needs. • All children, including those with SEN, are encouraged to participate in the wider school curriculum and have access to after-school activities and Funzone (our wrap-around care club). • When trips, visits and residentials are planned to enhance the children’s learning, every effort is made to ensure that all children can access these safely. On very rare occasions where the risks to the child or the group are assessed to be too high, an alternative activity may be arranged for the individual in consultation with parents. • Support in school can take many forms such as adult support in class, additional resources, access to IT or other auxiliary aids.

	<ul style="list-style-type: none"> • We work alongside other agencies to provide support for those children whose needs require more specialised input.
<p>How we adapt curriculum and the learning environment for children with SEN</p>	<p>All teachers at Eastburn</p> <ul style="list-style-type: none"> • match the tasks, support and resources to the differing needs of the children. • adapt their classroom layout and displays to the needs of their class • plan lessons to accommodate differing learning styles and to engage auditory, visual and kinaesthetic learners. <p>We respect diversity in our setting and do our very best to meet the needs of all our learners and their families. When a child (or parent/carer) has complex SEN or a disability, the school will comply with its duties under the Equality Act 2010:</p> <ul style="list-style-type: none"> • The school building and grounds are on a level site and are already highly accessible, with level or ramp access to all main entrances and with no internal stairs. • We have a toilet designed for use by disabled children and adults. • We have an Access Plan and the school aims to continue to improve access over time. • Reasonable further adjustments will be made to enable access to all areas of the school and curriculum for individual pupils with disabilities. • Where there are concerns about the safety of an activity for a particular child, risk assessments are carried out and adaptations are made to the planning in consultation with the child's parents/carers. • If necessary and manageable, additional staff members are provided to ensure that pupils with SEND can be included in all activities and trips. • On the rare occasion where an individual cannot access an activity for safety reasons, a suitable alternative is provided. • Key SEN documents will be made available on request at the school office in enlarged font or a language other than English.

<p>How we evaluate the effectiveness of the provision made for children with SEN</p>	<ul style="list-style-type: none"> • The Headteacher and the leadership team regularly monitor the quality of provision for all pupils. • The SEN governor meets the SENCO annually and visits the school regularly. • Budgets are closely monitored by the School Business Manager, Headteacher and governors. • The school aims where possible to use strategies and interventions that are evidence-based. • The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through: <ul style="list-style-type: none"> - Progress against individual targets - analysis of pupil tracking data and test results at pupil progress meetings - use of additional specific assessment tools (where appropriate), such as the Boxall profile - informal feedback on progress and wellbeing from teachers and teaching assistants.
<p>How we support emotional and social development</p>	<p>At Eastburn we aim to equip children for their onward journey, socially and emotionally as well as academically.</p> <ul style="list-style-type: none"> • Our positive behaviour policy, with its very clear expectations and consequences, provides a strong framework within which all children can feel safe and secure. • Our commitment to Building Learning Power promotes independence, positive thinking and self-reliance in all our children. • We monitor attendance and punctuality closely and where necessary support families to develop consistent routines. <p>For children with Social, Emotional and Mental Health needs our extra support arrangements include:</p> <ul style="list-style-type: none"> • Early identification of need through observations and discussion with parents; • Nurture-based approaches in classrooms such as regular check-in with familiar adults, visual prompts and timetables, quiet work-stations with reduced distractions; • Small-group interventions (including Nurture group, Lunchtime Nurture, Monster Magic, Socially Speaking, All Aboard); • Playground or lunchtime buddies.
<p>How we involve</p>	<p>When specialist support is required beyond that which the school is able to offer, an individual referral</p>

<p>other bodies, including health and social care bodies, local authority support services and voluntary sector organizations, in meeting children's SEN and supporting their families.</p>	<p>will be made. In these cases parents will be consulted and consent sought. We have established relationships with a range of professionals in education, health and social care. These include school nurses, educational psychologists, social workers, behaviour support services, speech and language therapy, occupational therapy and CAMHS. We can also put families in contact with counselling and play therapy services.</p> <p>Our Pastoral Manager can provide confidential support to families who are going through particularly challenging periods, and can also help them to find sources of more specialist advice and support.</p> <p>We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement with learning. To support these children we work alongside the Virtual School for Looked after Children, attend review meetings with social services and maintain a Personal Education Plan (PEP).</p>
<p>How we handle complaints from parents of children with SEN about the provision made at the school</p>	<p>We urge parents/carers with concerns regarding the SEN policy or the provision made for their child at Eastburn to speak to us as soon as possible. In the first instance, they should speak to the class teacher or the SENCO.</p> <p>If they feel that their child's needs are still not being met they should make an appointment to see the Headteacher.</p> <p>If concerns are still unresolved parents may wish to use the Bradford Parent Partnership service or engage with the school's complaints procedure.</p>