

## **School SEN Information**

### **Bolsover CE Junior School:**

Bolsover CE Junior School is a mainstream junior school consisting of Year 3, Year 4, Year 5 and Year 6. At our school, we believe that high quality teaching that is differentiated and personalised to meet the individual needs of the majority of the children (Code of Practice July 2014).

### **Identifying children in need of SEN support:**

Some children need educational provision that is additional to/or different from those resources that are available within the general classroom management. The new Code of Practice 2014 states that schools must use their best endeavour's to ensure that such provision is made for those who need it. Special educational provision begins with high quality teaching first, followed by targeted provision to meet their needs.

When a child is in need of SEN support the class teacher highlights this to the SENCO. This would happen if the child is not making expected progress within the differentiated work in the classroom. This, along with the school's rigorous assessment and tracking system gives us a clear picture of the child throughout the year.

Where it is identified that a child will need additional SEN support then the SENCO and class teacher will meet with the parents to discuss the possible barriers to learning.

Where necessary, the SENCO will liaise with the outside agencies who may also provide additional support for children. This can be speech and language support, SSEN, Behaviour Support Services, Educational Psychologist, CAHMS, the local MAT team and school health.

## **Our Provision for Pupils.**

Once a child has been highlighted in need of SEN support, the class teacher will then write an Individual Education Plan paying particular focus to the desired outcomes for the pupil and the provision which will support the removal of their barriers to learning.

Parents are invited to review these plans three times a year where the SENCO will go through the progress towards the outcomes and their next steps. The outcomes are monitored through the school's monitoring system which feeds into the pupil performance reviews.

The success of the targeted support is measured by the progress towards the children's individual targets. The class teachers, the SENCO and the Head Teacher monitor the gap between pupils progress throughout the year so that children requiring support at different times through the year are identified.

## **School's approach to teaching all pupils, including those needing SEN support:**

All children are entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals and make a successful transition into adulthood (Code of Practice July 2014).

All lessons are planned so that all children, including those needing SEN support, have access to the curriculum. Our creative curriculum ensures that activities are carefully planned, enabling full access for all in an environment where everyone can achieve.

Our curriculum allows for independent learning, encourages children to follow their own lines of enquiry and allows for clear differentiation so that all learning activities are accessible to all. Within the classroom, teachers and teaching assistants support whole class, group work and individuals depending on the need at that time. We allow for flexibility which means that children have access to different types of support when needed.

Children are taught in small focus groups which allows for direct targeted support and this can be with either the class teacher or teaching assistant. The class teacher, however, remains solely responsible for the progress of every child within their class.

### **Additional support and allocation of resources.**

Some children in need of SEN support may also be supported by outside agencies such as the local MAT team. If this is the case, the type of support will be discussed between the SENCO, class teacher and the parents. The child's voice will be sought where possible too.

Our level of SEN support and resources allocated will focus on outcomes for the children. Resources will be allocated as the school sees best for ensuring the needs of all children are met.

### **Access to Activities outside of the school.**

All activities planned by the class teacher take into account the needs of every pupil in their class. Any trip or extra-curricular activity planned will cater for the full range of needs within the class and ensuring all children have fair access to the learning experience.

Teachers conduct a pre-teacher visit in accordance to the county's policy to ensure access caters for all needs of children in that class. Parents are kept informed of the class trips and visits and are invited to discuss any possible access issues with the class teacher prior to the visit.

### **Support for individual needs**

Medical:

Where a child is in need of medical support, we will also follow the advice as set out by medical professionals and in their Health Care plan. If training is required for staff then the SENCO or Head Teacher will arrange this.

Behavioural:

A child needing support with regards to behaviour is not necessarily also in need of SEN Support. The SENCO will assess the individual needs in conjunction with the class teacher and parents and a mutual decision on support for the child will be decided. Families can access support from the local MAT (Multi-Agency Team).

### **Specialist Staff:**

Within school we have a number of staff members who have had training relevant to the different needs of our children. This includes Epipen usage and diabetes training.

Where there may be a need for further Training, the SENCO / Head Teacher will arrange this for the relevant members of staff.

We also work closely with our Educational Psychologist to ensure that teacher have plans and structures in place for new children coming into school as well as those which present a change in their needs.

### **School Building Accessibility:**

Bolsover Junior School is fully accessible by wheelchair. We have one allocated disabled parking bay within the car park. Within the school, we have a disabled toilet.

### **Contacting the school:**

We are committed to working in partnership with families to ensure that very best for all the children in our care. There are many times throughout the school year that parents can be actively engaged within the school; school trips and visits, parents evenings, new year group meetings, SEN support reviews and informal meetings with the class teachers.

If parents wish to contact the school with regards to their child's provision then their first point of call is always the class teacher. They are working with the children every day and know about their educational provision best.

Should parents wish to make further enquiries to the school after they have spoken about their issues with the class teacher, then they can contact either the SENCO or the Head Teacher