



Town Junior School

Special Educational Needs & Disabilities Policy

Adopted: May 2016

To be reviewed on: May 2017

Town Junior School

Special Educational Needs and Disabilities (SEND) Information

Town Junior School SEND information report has been produced in light of the Special Educational Needs and Disability Code of Practice (2014, updated January 2015). The aim is to provide information which will address questions parents / carers may ask about provision for children with special educational needs and / or disabilities (SEND).

This SEND Information Report was produced through consultation with parents, staff, Governors, and colleagues in local schools and Access to Education (the support services provided through the local authority. It was reviewed in April 2016

All Local Authorities are required to publish information about the special educational provision it expects to be available in its area. This is called the Local Offer. Information about Birmingham's Local Offer can be found at:

<https://childrens.mycareinbirmingham.org.uk/special-educational-needs-local-offer.aspx>

Further information about provision at Town Junior School can be found in the school's **SEND and Inclusion Policy, the Accessibility Plan and the Disability Equality Scheme** which are available on the school website

If you have questions which you feel are not addressed by this report please speak to school staff directly.

Teaching and Learning - Universal Support

At Town Junior School we strive to support all children to enable them to achieve at school, including those with additional needs.

Class teachers are responsible for the children in their class and are the first point of contact if a parent / carer has concerns. They liaise with teaching assistants and with other teachers, for example when children are taught by a different teacher for literacy or maths lessons. Children may be grouped in ability levels within classes and teaching is differentiated to enable all children to make progress. The aim is for all children to receive Quality First Teaching (QFT). Guidance from the Department for Education suggests that QFT is teaching which engages and supports the learning of all children in an inclusive and cohesive way, and places a strong focus on pupil participation in learning.

Children's progress is regularly reviewed. For some children there may be a need for additional, short-term targeted support or the involvement of specialist agencies in order

for them to make progress and achieve their targets.

Targeted Support

Additional targeted support may be provided for children who are not making expected progress or have encountered specific difficulties. Class teachers and / or teaching assistants may work with small groups to ensure understanding, facilitate learning, foster independence or keep children focused on tasks.

Specialist Support

Some children have a special educational need or a disability (SEND) which requires more intensive support or personalised, highly differentiated work to enable independent learning. They may need one to one support for particular activities. In order to understand and address individual needs the school might seek the advice and support of external agencies.

Roles & Responsibilities of the Special Needs Co-ordinator (SENCo)

All schools have a designated teacher, the Special Educational Needs Co-ordinator (SENCo) to oversee provision for children with SEND. The SENCo works in conjunction with the class teacher, other adults in school and external agencies to monitor any specialist provision put in place. At Town Junior School, the SENCo is Maggie Hill.

Photo of MH

The SENCo is responsible for maintaining an overview the SEN needs and provision within the school, liaising with staff, the Senior Leadership Team and parents to monitor pupil progress and if necessary plan further interventions. Pupil progress is recorded in the school's data tracking system each half term. These judgements are based on work produced and a range of formal and informal tests and tasks. The Head Teacher conducts pupil progress meetings and children not making progress may be identified as needing additional support from the teacher or teaching assistant. Where appropriate the SENCo may become involved.

The school regularly has contact with a wide range of external agencies that are able to give specialised advice and training to staff. Where appropriate, with parental consent, the SENCo makes referral to external agencies for them to become involved with individual children.

How does the school know if children need extra help?

The majority of children's learning needs will be met through whole class / group teaching delivered by the class teachers. Children may be identified as needing additional support if:

- Concerns are raised by parents/carers, teachers or the child.

- Less than expected progress is being made.
- There is a change in the pupil's behaviour or work.

What should I do if I think my child may have additional needs?

The class teacher is the initial point of contact for responding to parental concerns.

The class teacher may then wish to discuss the concerns with the SENCo and /or Head Teacher. Additional monitoring or support may be put in place. If concerns persist it may be necessary to arrange an appointment with the SENCo or Head teacher.

How will the school support my child?

The school follows a graduated response to identify and meet the needs of all children. Parents are involved at all stages. The stages are: universal support, targeted support, specialist support, Education Health and Care Plan.

Universal Support - Quality First Teaching

Teachers are responsible for the progress and development of all pupils that they teach. They should provide high quality teaching, differentiated to meet individual needs. This is known as Quality First Teaching (QFT). QFT is based on building on what children already know, can do and can understand.

Teachers monitor children's progress and may identify that some children have gaps in their understanding or learning and needs some extra short-term support to help them make progress. This could mean that different ways of teaching are used, for example the use of more practical resources.

Universal support is available to all children in school as part of usual classroom practice.

Targeted Support

Some children may be identified as needing more in depth or longer-term extra support. They may work in smaller groups within the class, with additional adult support, or be withdrawn for a specific small group intervention.

This type of support can be used to improve the progress of any child who has specific gaps in their understanding of a subject/area of learning. There would usually be specific targets in place so that progress can be monitored. If sufficient progress is made the child may no longer need targeted support. Some children may make slower progress than the majority of the class even with targeted support. These children will be identified as needing SEN support. They will have specific targets which will be discussed with parents / carers. Class teachers and TAs deliver the support.

Specialist Support

Children who have received targeted support but not made sufficient progress, or have a specific difficulty, may need specialist support. This will be discussed with the parent / carer, and a referral may be made to an external agency with parental consent. This may be Local Authority support services such as Pupil and School Support (PSS), the Communication and Autism Team (CAT), Sensory Support Service (for students with a

significant hearing or visual need), Behaviour Support Service and / or the Educational Psychology Service.

Referrals can also be made to Health Services such as the Speech and Language Therapy (SALT), School Health Service (School nurse) or Forward Thinking Birmingham which incorporates Child and Adolescent Mental Health Service (CAMHS), or to family support services such as Think Family and Our Place Hub

For some children these types of support are already in place because an external agency is providing on-going support.

Professional from external agencies observe and work with children in school, meet with parents and school staff, advise on strategies and may provide training. Class teachers and TAs deliver the support.

Education, Health and Care Plan (formally known as a Statement of Educational Needs)

Children whose learning needs are severe, complex and lifelong may need a particularly high level of individual or small group teaching. Usually these children will also be receiving specialist support in school from an external agency. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, the child has not made expected progress, the school or parents may consider requesting an Education, Health and Care Plan (EHC Plan). This requires a Statutory Assessment of the child's needs.

This is the procedure:

- The school, or parent/carer, requests that the Local Authority carry out a Statutory Assessment of the child's needs. This is a legal process which identifies the level of support that needs to be provided for the child.
- The Local Authority will ask the school, parents / carer and all professionals involved with the child to write a report outlining the child's needs.
- The Local Authority makes the decision as to whether or not to carry out Statutory Assessment. The parent / carer will be informed of the decision
- If the Local authority decide that the child's needs seem complex enough to meet the criteria for a Statutory Assessment they will start the process and request additional information from everyone involved.
- There are set time-scales and by the end of these the Local authority will decide whether or not to issue an EHC Plan
- If the local Authority does not think the child needs meet the criteria, or decide that an EHC Plan is not needed, they will ask the school to continue with the support that is already in place.

Additional information about EHC Plans is available from Birmingham Local Authority Special Educational Needs and Review Service (SENAR) at

<http://www.birmingham.gov.uk/senar>

and The Council for Disabled Children at

<http://www.councilfordisabledchildren.org.uk/>

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How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher.
- If you have further concerns that your child is still not making progress you should speak to the SENCo or Head Teacher

How will the school let me know if they have any concerns about my child's learning in school?

The teacher will keep you fully involved in discussions about the planning for your child's learning. This may be through:

- Informal discussions with the class teacher
- Parents evenings
- Formal meetings

Children's progress is reviewed regularly through ongoing teacher assessments, against national criteria. At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

The progress of children with a Statement of SEN / EHC Plan 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.

Who are the people providing services to children with an SEND in this school?

Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (targeted, additional support) and letting the SENCo and Head Teacher know as necessary.
- Setting individual targets, which may be recorded in an Individual Target Plan (ITP). Reviewing progress and sharing information with parents at least once each term.
- Ensuring that all staff working with your child in school (such as teaching

assistants) are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any additional needs.

The SENCo

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Supporting teachers in developing ITPs for individual children
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Maintaining and updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Head Teacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Monitoring the SENCo and class teachers, who are responsible for ensuring that your child's needs are met on a day to day basis.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Governing Body

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Ensuring there is a named SEND Governor to oversee SEN practices and provision within in the school, and report back to the Governing Body

The SEND Governor is Joy Holmes. She meets termly with the SENCo.

Outside Agencies

The school is supported by the Local authority through Access to Education, which consist of four specialist services: Communication and Autism, Educational Psychology, Pupil and School Support and Sensory Support

The school is able to refer to the School Health Advisory Service (school nurses) and other agencies depending on individual needs

How are the teachers in school helped to work with children with additional needs and what training do they have?

The SENCo's role is to support the class teacher in planning for children with SEND

The school provides or accesses training for all staff to improve the quality of teaching and learning of all children, including those with SEND. This has included whole school training on specific issues such as differentiation, Autistic Spectrum Conditions (ASC), Attention Deficit Hyperactivity Disorder (ADHD) and Dyslexia.

Where appropriate individual teachers and support staff receive advice and training in school or attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How do you keep parents of children with additional needs informed?

Communication between home and school is vital in order to:

- Share information about what is working well at home and school so similar strategies can be used.
- Meetings can be arranged to discuss your child's progress or any concerns/worries you may have.
- Share information from outside professionals relating to your child. This may either be directly in consultation or indirectly through a written report provided to school.
- Review your child's progress and the impact of support given with your involvement three times a year. This would be via parent consultation evenings and / or specific meetings

How is Town Junior School accessible to children with SEND?

- The school building is all on one level so is accessible to children with physical disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with additional needs.

- Extra curricular activities are accessible for all children but staff are happy to discuss with parents any additional needs or adaptations that may be necessary.

See the school's Accessibility Plan

How will we support your child when they are leaving this school or move on to another class?

We recognise that transitions can be difficult for a child with additional needs 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 school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- 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 at this time targets will be shared.
- If your child would be helped by a transition book to support them understand moving, with photographs and information about the staff and rooms, then it will be made for them.

In Year 6:

- The teaching staff/SENCo will liaise with the secondary school staff and SENCo to plan transition
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

How does your school support children with medical needs?

- If a child has a medical need then a detailed Care Plan is compiled. This may involve support from the school nurse in consultation with parents/carers.
- The Care Plan is discussed with all staff involved with the child.
- All staff receive asthma and allergy awareness training annually, including how to use an "Epi-Pen" if a child in school has been prescribed one. This is delivered by specialist school nurses.

- Where necessary, and in agreement with parents/carers, prescribed medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

For further information see the school Medical Policy

What support will there be for my child's overall well being?

The school offers support for children who are encountering emotional difficulties. This is usually provided by Learning Mentors, but may be provided by other staff depending on the individual needs.

The school has Behaviour Co-ordinator (BeCo) who is available for staff, parents and children who wish to discuss issues and concerns.

Parents can arrange mutually convenient times to speak to class teachers or other staff about issues which may be affecting their child.

How will my child be included in activities outside the classroom, including school trips?

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- Where appropriate pre-visits are made to ensure suitability of venue and activities

Who can I contact for further information?

In addition to the school there are other sources of information and advice:

The Birmingham Special Educational Needs and Disability information, Advice and Support Service (SENDIASS) provide impartial and confidential advice and support to children and young people with SEND and their parents / carers.

0121 303 5004 <http://www.birmingham.gov.uk/sendias>

Forward Thinking Birmingham provides mental health support for children and young people from 0 – 25, and their parents / carers. Referrals can be made by the young person, parents / carers and organisations including schools.

0300 300 0099 <https://forwardthinkingbirmingham.org.uk/>

Parent / carers can contact the School Health Advisory Service (School nurses) directly, or referrals can be made through school.

0121 465 5457 bchnt.suttoncottagesnteam@nhs.net

Information and advice about autistic spectrum conditions can be found from many websites including

Autism West Midlands

<http://www.autismwestmidlands.org.uk/>

<http://www.autism-alliance.org.uk/>

<http://www.autism-society.org/>

Our Place Community Hub, based in Sutton Coldfield offers advice and support services to the local area, including employment support, counselling and talking therapies as well as specific support groups.

<http://ourplacecommunityhub.org/>

What do the abbreviations mean?

There are many terms used in school which are abbreviated and can lead to confusion (even for us!). Below is a glossary of some of the most used SEND terms

ADD Attention Deficit Disorder

ADHD Attention Deficit & Hyperactivity Disorder

ASD Autistic Spectrum Disorder

BESD Behavioural Emotional & Social Difficulties

CAT Communication and Autism Team

CAF / fCAF Common Assessment Framework / family Common Assessment Framework

CAMHS Child & Adolescent Mental Health Service

COP Code of Practice

CP Child Protection

DCD Developmental Co-ordination Disorder (e.g. dyspraxia)

EAL English as an Additional Language

EHCP Educational Health and Care Plan

EP Educational Psychologist

FSM Free School Meals

HI Hearing Impairment

ITP Individual Target Plan

LAC Looked After Child

LA Local Authority

MLD Moderate Learning Difficulty

OT Occupational Therapist

PSS Pupil and School Support

QFT Quality First Teaching

SaLT Speech & Language Therapy

SEN Special Educational Needs

SEND Special Educational Needs & Disability

SENCO Special Educational Needs Co-ordinator

SHAS School Health advisory Service (School nurses)

SpLD Specific Learning Difficulty (e.g. dyslexia, dyspraxia)

VI Visual Impairment