

SEN Information Report

September 2017

Welcome to Brimington Junior School's SEN Information Report. All school's have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND)

Our school vision statement is



We 'Go Further' to;

- Promote positive relationships
- Model and value good manners
- Inspire excellence in everyone
- Make the world a better place
- Spread happiness

These values ensure that all members of the school community are committed to working in partnership and this includes: parents, pupils, school staff , governors, outside agencies and the wider community.

Brimington Junior School is a 3 form entry Junior School and there are currently 326 children on roll. We cater for children from 7-11 years of age.

Key People:

Executive Head Teacher – Mr Hickey

Head of School – Mr Newberry

Head of Inclusion and Support – Mrs Cherry

SEN Governor – Mrs D Hulbert

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Our last OFSTED inspection was carried out in January 2014 and the school was graded as GOOD.

‘Disabled pupils and those with special educational needs make progress that is as good as others in the school because of the good support they receive’.

‘Teachers work closely with teaching assistants and other adults to provide appropriate support for individual pupils who find learning difficult so that they can understand the activities and resources provided and are motivated and keen to learn’.

‘Parents believe that behaviour in the school is good and that their children enjoy school because of its care for them and its welcoming attitude. As one parent said, ‘This is a very supportive school that always puts the needs of children and families first’.

Our Approach to Teaching Learners with SEN

At Brimington Junior School we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures in place for SEN, taking into account the current Code of Practice (2014)
- We have successful communication between teachers, children with SEN, parents of SEN children, Teaching Assistants who run groups and outside agencies
- We acknowledge and draw on parents’ knowledge and expertise in relation to their own child
- Through the Assertive Mentoring Meetings the children are encouraged to take an increasingly active role in their targets, progress and next steps
- We are committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality

- We have an effective review cycle through the Assertive Mentoring that allows us to monitor, review and plan for the next steps of development based on the ASSESS PLAN DO REVIEW cycle
- We ensure that consideration for SEN crosses all curriculum areas and all aspects of teaching and learning

The new **Code of Practice 2014** identifies 4 key areas of SEN:

- Communication and Interaction
- Cognition and Interaction
- Social, Mental, and Emotional Health
- Sensory and /or Physical

Identifying the Special Educational Needs of Pupils

Brimington Junior School knows that a pupil has an SEN in a variety of ways.

- Parents may inform the school prior to or during admission
- Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school
- Class teacher may identify concerns re progress or behaviours and SLT, Head of Inclusion and Support, Teaching Assistants may become involved in a school based programme
- Behaviour tracking system to see if a child is continually struggling with their emotions and concentration

It maybe that the school seeks additional information from a screen by a specialist teacher eg a dyslexia assessment, or assessments completed by outside agencies eg; Educational Psychology, Behaviour Support Service, CAMHS, School Health, Paediatricians, Speech and Language Therapists

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) **Has a significantly greater difficulty in learning than the majority of others the same age, or**
- b) **Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided**

Who are the best people in school to talk to about my child's difficulties with learning / Special Educational Needs or Disability (SEND)?

The Class Teacher

Responsible for:

- Monitoring the progress of all children and identifying, planning and delivering any additional help a child may need (this could be interventions, resources, additional support) and informing the Head of Inclusion and Support and parents as necessary
- Assertive Mentoring Meetings
- Ensuring that the school's SEN policy is followed in their classroom and for all the pupils they teach with any SEND and liaison with Teaching Assistants

Mrs Cherry – Head of Inclusion and Support

Responsible for:

- Developing and reviewing the school's SEND policy and updating the SEN Information Report annually
- Co ordinating all the support for children with special educational needs or disabilities (SEND) including outside agencies, staffing, resources, health care plans
- Ensuring that parents / carers are:
 1. Involved in your child's learning
 2. Kept informed about the support your child is getting and impact
 3. Involved in reviewing how your child is doing and the next steps
- Liaising with all the other people who may be coming into school to support your child's learning ie Speech and Language Therapist, Educational Psychologist
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible
- Co ordinating EHC referrals, GRIPS referrals and TAPS applications where appropriate

Mr Newberry – Head of School

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- The Head of School will give responsibility to the Head of Inclusion and class teachers, but is still responsible for ensuring your child's needs are met
- The Head of School must ensure that the Governing Body is kept up to date about issues relating to SEND

Mrs D Hulbert – SEND Governor

Responsible for:

- Making sure that the necessary support is given for any child who attends the school who has SEND and that they are included in all areas of school life

What are the different types of support available for children with SEND in our school?

- **Class teacher input via excellent targeted classroom teaching (Quality First Teaching)**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
 - That all teaching is built on what your child already knows, can do and can understand. (Provision Mapping, Pyramids)
 - Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning including visual aids to support class work.
 - Specific strategies (which may be suggested by the Head of Inclusion and Support) are in place to support your child to learn.
 - Your child's teacher will have carefully checked on your child's progress (Assertive Mentoring) and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- **Specific group work**
- Intervention which may be:**
- Run in the classroom or outside (corridor or in the school grounds).
 - Run by a teacher or a Teaching Assistant (TA).

Intervention Programmes at Brimington Junior include: Numicon, Precision Teaching, Rapid Reading, Fine Motor skills work, Jigsaw Nurture Group, Forest Schools, Positive Play, Lego Therapy, Time to Talk, ASDAN project, Fresh Start and Lifeboat

- **Specialist groups run by outside agencies** e.g .Speech and Language Therapy , Behaviour Support (Circle of Friends etc), ASDAN Group

SEN Code of Practice 2014: **School Support (SS)**

- This means they have been identified by the Head of Inclusion and Support / class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:
 - * Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need)
 - * Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. The school will then implement recommended programmes and strategies. The specialist professional may come back in to review progress.
- If your child is identified by professionals as having a high level of need then the school can apply for an EHC plan which if successful will outline the number of hours support your child will receive from the LA and how the support will be used. It will have long term objectives for your child.
- If your child is identified as having significant Special Educational Needs, when their current needs are not evident as complex Education, Health and Care and are not necessarily long term. GRIP will give access to specialist services, such as SSEN, and give earlier opportunities to reduce barriers to learning for pupils.

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 initially. They are usually available before and after school.

If you continue to be concerned that your child is not making progress, you may speak to the Head of Inclusion and Support – Mrs Cherry

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

- You will receive a copy of your child's Assertive Mentoring meeting and this will inform you of how well your child is doing, areas to work on and ideas to help at home
- Parents' Evenings – October / March
- If your child is identified as not making progress, the school will set up meeting to discuss this with you in more detail and to:
 - * listen and record any concerns that you may have
 - * plan any additional support your child may need including social and emotional support
 - * discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they progress in their learning?

- The school budget received from DFE includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential.
- The Executive Head Teacher will decide on the deployment of resources and staff for children with SEND in consultation with the Head of Inclusion and Support and governors, on the basis of needs in the school and children
- The Executive Head Teacher and the Head of Inclusion and Support discuss all the information they have about SEND in the school including;

* the children getting extra support already and the impact

* the children who have been identified as needing extra support

* the children who have been identified as not making as much progress through the Assertive Mentoring and Provision Maps which for SEND children identifies all resources / training and support are reviewed regularly and changes made as necessary

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

School Provision

- Teachers are responsible for planning differentiated sessions to meet the needs of all pupils within the class setting
- Teaching Assistants working with small groups or individual children under the direction of the teacher
- Small groups for reading interventions, writing support, fine motor skills work and Numeracy programmes
- Teaching Assistants offering support for children with emotional and social development through Jigsaw Nurture Group, Forest Schools and Positive Play
- Mrs Cherry (Head of Inclusion and Support) and Mr Hickey (Executive Head Teacher) are trained in running and managing a TAF (Team Around the Family), Single Assessment Process and the Early Help Assessments

Multi Agency Provision including Local Authority Provision delivered in school

- Support Service for children with Special Educational Needs (SSEN)
- Educational Psychology Service
- SALT (Speech and Language Therapy)

- Autism Outreach Service
- Behaviour Support Service
- Specialist Teachers for the hearing and visually impaired
- Information and Advice Support Services Network – IASS (Parent Partnership)
- Multi Agency Team
- Brimington / Staveley Children’s Centre

Health Provision delivered in school

- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS
- Talk Time Service
- Clinical Psychology
- Input from Paediatricians

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

- The Head of Inclusion and Support's job is to support the class teacher in planning for children with SEND – recommend interventions, strategies that may help
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. The training is run by the Head of Inclusion and Support, SSEN service and other external agencies as appropriate
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class ie: Autism Outreach,
- Staff who are new to the school follow an induction programme which includes training and information on SEND.

How will teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Staff use Provision Mapping to identify children who are not making required progress and highlight possible interventions and monitor the impact
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and in groups- Numicon, Number squares, sloping desks, computer programmes, triangular pencils, coloured overlays, visual timetables

How will we measure the progress of your child in school?

Your child's progress is continually measured by their class teacher

- Progress in Reading, Writing and Numeracy is formally assessed each term
- Progress is monitored regularly by the Executive Head Teacher, Head of Inclusion and Support and Senior Leadership Team using the I Track System
- At the end of KS2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement and the results are published nationally
- Where necessary, children will have an individualised programme (and/or Assertive Mentoring Targets) based on areas of need identified. Progress against these targets will be reviewed regularly and future provision amended as necessary
- The progress of children with a Statement or EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision
- The Head of Inclusion and Support will also check that your child is making good progress within individual work and targeted group work
 - * Book scrutinies
 - * Observations
 - * Data analysis
 - * Boxall Profiles (Social, Emotional, Behavioural difficulties)

What support do we have for you as a parent of a child with a SEND?

- The class teacher is available before or after school to discuss your child's progress, any concerns you have or to share information
- The Head of Inclusion and Support (Mrs Cherry) is available to meet with you to discuss any concerns or worries you may have (Please make an appointment with the school office)
- All information from outside agencies / professionals will be shared with you with the person involved directly, or where this is not possible in a report
- Individual Programmes and Assertive Mentoring Targets will be shared with you
- Homework will be set so that it meets your child's individual requirements. Homework club runs daily from 8.30am in the ICT suite
- If required a home / school communication book can be set up
- Links with the Staveley / Brimington MAT team / Information and Advice Support Service Network- IASS (Parent Partnership)
- Link to the Derbyshire Local Offer through the school's website

How is Brimington Junior School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- We have an up to date Accessibility Policy and Plan (see website)
- The school is on one level with easy access via a ramp and wide doors
- There is a disabled toilet area which is fitted with a closomat toilet
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs

- Extra curricular activities are accessible for children with SEND
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off site activity, such as swimming, a school visit or residential trip.

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

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible

If your child is joining us in Year 3 from a local infant school:

- The Head of Inclusion and Support will visit the schools as appropriate and meet with the child, teachers, and parents. The SENCO will also attend Annual Reviews and meetings in the Year before transition
- During June and July transition events take place including Teddy Bear's Picnic and Silly Sports. Children also have a buddy to help them settle in
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new school this can be made with them so that they can keep referring to it
- Additional visits can be made to the school at different points in the school day ie; playtimes, lunchtimes

If your child is moving to a new school:

- We will contact the SENCO and ensure they know about any special arrangements or support that need to be made for your child. If possible a meeting will be arranged prior to moving school

- We will make sure that all records about your child are passed on as soon as possible
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new school this can be made with them so that they can keep referring to it
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them

When moving classes in school:

- Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place
- New class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new class this can be made with them so that they can keep referring to it

In Year 6:

- The Head of Inclusion and Support will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school
- If appropriate your child will complete the ASDAN programme which supports transition to Secondary School
- As well as the arranged transition days if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at Brimington Juniors
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new school this can be made with them so that they can keep referring to it

How will we support your child's emotional and social development?

At Brimington Junior School, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.

These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with Mrs Cherry (Head of Inclusion and Support) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- For some children who struggle with the transition between home and school we can arrange a 'Meet and Greet' in the main entrance.
- At lunchtime we operate a Family Dining System. We feel that this fosters a family atmosphere, good social and conversational skills and excellent table manners.
- At lunchtimes play leaders / mini leaders run activities to support the children with social skills and this also ensures that everyone has someone to play with
- We also run weekly Play Therapy Sessions 'Rainbow Room', a Jigsaw Nurture Group for Year 3 and 4 and Pod for Year 5 and 6. We also run Forest Schools each week
- We have very successful Anti Bullying Ambassadors and received the Diana Award for all our hard work

What is the local offer?

- The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.
More information can be found on; <http://www.derbyshiresendlocaloffer.org/>

Complaints Procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Executive Head teacher or Head of Inclusion and Support, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.