

Jump Primary School SEND Information Report



I am talented, together we are AWESOME!

At Jump Primary School we believe every child to be an important and valuable member of our school family who each has their own unique talents, traits and needs. It is our belief that an inclusive, nurturing and loving environment will provide children with SEND to not only develop academically but also to thrive as talented individuals. We believe the best possible way to achieve this is a unified approach through which children, parents and school staff work in hand in hand to ensure that all SEND needs are met and children are able to excel as learners. We believe every child has a right to access a curriculum that is tailored to meet their own needs whilst at the same ensuring full coverage of the National Curriculum 2013.

The school works in line with the SEND Code of Practice (2014) and the Equality Act (2010). A copy of the school SEND Policy and Equality Policy is available for parents.

The SEND coordinator is Jade Hodgkinson
The SEND Governor is Claire Taylor

<p><u>What is a special educational need?</u></p>	<p><i>A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</i></p> <p><i>A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</i></p> <ul style="list-style-type: none"> - has a significantly greater difficulty in learning than the majority of others the same age, or - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age by mainstream schools or mainstream post 16 institutions <p><i>For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.</i></p> <p><i>SEND Code of Practice, June 2014</i></p>
<p><u>What is a disability?</u></p>	<p><i>According to the Equality Act 2010 a child may have a disability if they: 'have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'</i></p> <p><i>This definition includes sensory impairments, long term health conditions, including asthma, diabetes and epilepsy.</i></p>
<p><u>What is Jump Schools approach to teaching children with SEND?</u></p>	<p>The support that each child with SEND receives is tailored to be specific to their own unique needs. This may include:</p> <ul style="list-style-type: none"> - Support through an Individual Education Plan. As part of this SEND plan, your child will be provided with a set of specific objectives to work towards over the course of a school term. These act as small stepping stones to ensure progress is made in key areas of difficulty. Objectives will be set by the class teacher and it will outline the provision/teaching methods/resources that are implemented to work towards achieving these objectives. - Learning tasks and activities to be differentiated and adapted in order to ensure that your child is able to access the curriculum. - Adult support allocated where and when necessary, this could be on a small group or 1-1 basis. - Visual timetables used to support transitions and sequence activities. - Time to Talk and Social Stories support for children with speech, communication and interaction difficulties. - Booster sessions. - Speech and Language Therapy Programmes - Specialist equipment where and when necessary e.g. pencil grips, sensory aids,

	<p>writing slopes, I pads.</p> <p>- Positive partnership with parents - through sharing your views, experiences and keeping the class teacher and SENDCO informed of your child's current development, school are able to use this information to cater the SEND provision for your child.</p>
<p><u>How does Jump Primary School identify children with SEND?</u></p>	<p>Jump Primary School believes that all children deserve 'Quality First Teaching' as the first step to ensuring that they have the strong foundations for a successful academic career. This provision consists of a stimulating, purposeful learning environment and teaching methods that are differentiated to cater to a variety of learning styles in order to challenge and extend the knowledge and skills of all children within the class.</p> <p>Early identification - where a child is experiencing learning difficulties we believe that early identification is key.</p> <p>Monitoring - children who appear to be having difficulties achieving their individual expected progress are monitored closely in order to identify any specific areas of concern.</p> <p>SEND Support - The class teacher and SENDCO will invite you to share your views regarding your child's progress. It may be that together agreed specific targets for development are set as part of an IEP. You will be provided with a copy of these and they will be reviewed on a termly basis after which a new set of targets will be set for the following term. The SENDCO may suggest making a referral to Local Authority Inclusion Services BESST Team to seek the support and advice from specialist professionals.</p>
<p><u>How are the needs of children with SEND assessed and progress monitored?</u></p>	<p>We believe effective reviewing and assessment of your child's needs to be vital in order to ensure your child experiences successful continuity and progression. It is through assessments of needs and reviewing of progress that we are able to identify barriers to learning, plan strategies to address these and provide opportunities for further development to take place. This occurs as part of the assess-plan-do-review provision.</p> <p>Parents Evening - These take place x3, 1 per term and provide an opportunity for you and the class teacher to discuss any areas of concern and celebrate successes.</p> <p>Individual Education Plan (IEP) - Progress towards achieving objectives are reviewed and evaluated on a termly basis and the information discussed is used to inform the new set of objectives set for the following term. Parents receive a copy of these and are welcome to work in partnership with the class teacher throughout this process. The view of the child informs the planning and preparation of the IEP. Copies of reviewed and new IEP's are made available at each parents evening - parents are encouraged to read and sign these.</p> <p>Assessment is an ongoing process. There are 6 half termly assessments - carried out by the class teacher to monitor the progress made in each curriculum area.</p> <p>SIMS - An tool implemented throughout school that enables class teacher's, the SENDCO and the Head teacher to track individual children's progress.</p> <p>B Squared - an assessment tool used to closely monitor the progress made by SEND children within each sub level.</p> <p>Pupil Progress Meetings - take place once per term. The Head teacher and the class teacher track the progress made by individual children and then discuss in detail next steps in attainment and the strategies and interventions that will take place to ensure this.</p> <p>The support of the Educational Psychologist may be required as part of the assessment process, whereby children are able to receive specialist cognitive assessments.</p> <p>Specialist services may be required to carry out specific assessments for children with difficulties in speech, communication and interaction, physical and sensory needs as well as social, emotional and behavioural needs.</p>
<p><u>What should I do if I think that my child may have SEND?</u></p>	<p>If you feel that your child has needs that require you to seek further advice and support you should contact:</p> <p><u>Class teacher</u></p> <p>This is usually the first point of contact. Class teachers are available to speak to you at the end of the school day and are happy to answer questions regarding your child's attainment, overall progress and any specific concerns that you may have. Following this the class teacher will liaise with the SENDCO and will usually monitor your child's development with a view to identify any patterns of difficulties, barriers to learning as well as looking at areas of strength and interest in which to use as a basis to further engage your child and ensure that self confidence and self-esteem are nurtured. At this point, dependent on the needs of the child, the class teacher or SENDCO may wish to speak directly with your child regarding their own views and any difficulties that they feel that they experience.</p> <p><u>SENDCO</u></p> <p>Mrs Hodgkinson will gladly speak with you to discuss any issues or concerns that you have regarding your child. The SENDCO is able to offer support and advice specific to the needs of your child.</p> <p><u>Headteacher</u></p> <p>Mrs Falconer works closely with Mrs Hodgkinson to ensure that she has an</p>

	depth and up to date knowledge of the individual needs of all SEND children in Jump Primary.
<u>What training and expertise do staff have in supporting children with SEND?</u>	<p>At Jump Primary School we are proud of the experienced, knowledgeable and caring support that our staff are able to offer children with SEND. Many of our staff have a wealth of experience of helping to provide learning opportunities for children with a wide variety of complex needs. Staff are motivated and eager to continue to access further training to deepen knowledge and extend skills where and when necessary. Staff working with children with specific needs undergo training to provide them with the necessary tools to enable them to provide the best possible support. Staff training includes:</p> <ul style="list-style-type: none"> - Inference Training - ASD - Early Bird training - Social Skills - Time to Talk and Social Stories - Catch Up - Team Teach Positive Handling - Therapeutic Language - ELKLAN - Makaton - Lego Therapy <p>Where we identify that a child has a specific need requiring specialist training staff are trained in response to this.</p>
<u>Which additional external professionals are available to work alongside the school in supporting children with SEND?</u>	<p>Following on from discussions between the SENDCO and parents it may be agreed that your child could benefit from the support of outside agencies. These may include:</p> <p>School Nurse Health Visitors Family Support Workers Inclusion Services - BESST Team - (Sensory Services, Social Communication & Interaction Team, Early Years and Portage) Speech, Language Therapy Department Community Paediatrician Educational Welfare Officer Educational Psychologist Learning & Disability Nurse CAMHS Behaviour Support Services Social Services Occupational and Physiotherapy Services Parent Partnership Services</p>
<u>How are children with SEND supported socially and emotionally?</u>	<p>It is of the highest importance that children attending Jump Primary School learn in a safe and nurturing environment in which they feel comfortable and are able to view themselves as worthy, valuable members of the school. We aim to support individual social and emotional development through:</p> <ul style="list-style-type: none"> - delivery of SEAL - sessions based upon promoting positive social, emotional and behavioural development. - PSA (Parent Support Advisor) - time allocated to carry out small group or 1-1 support to talk through anxieties and worries - referrals to access the support and opportunities provided by Dinosaur school. - additional 1-1 adult and peer support when and where necessary. - links to specialist outside agencies including CAMHS (Child and Adolescent Mental Health Services) and BSS (Behaviour Support Services), School Nurse, MIND services and Health Visitor.
<u>How accessible is the Jump Primary School Environment?</u>	<p>Jump Primary School works in accordance with the requirements outlined in the Disability Act 2010. We are reflective in our approach to ensuring we are able to meet the needs of individuals who have access requirements. We are currently equipped with:</p> <ul style="list-style-type: none"> - ramp access to the school building - wide doors throughout the main access points within the building - toilets adapted for disabled users - a lift providing access to the first floor of the building - evac chairs available for emergency use
<u>How are children with SEND supported during transition?</u>	<p>At Jump Primary School we believe that transitions play an important part in your child's development. We plan detailed transitions for children with SEND to ensure that these are as smooth and effective as possible. We believe the key to a successful transition to be careful planning, preparation and partnership with parents, staff and all other agencies involved.</p> <p><u>Transition between classes</u> Transition meeting between existing class teacher, new teacher, CSA and SENDCO. IEP shared and copies provided to next class teacher. Objectives and progress towards achieving these shared. Where necessary progress within levels provided by B Squared are shared and next steps are discussed. Current academic levels shared and progress throughout the academic year</p>

	<p>highlighted. Any copies of specialist advice and assessments discussed.</p> <p><u>Transition to KS3 Provision</u></p> <p>Transition meeting held between SENDCO, KS3 SENDCO, KS3 Head of Year. Parents are invited to attend. Transition plan completed by SENDCO and given to KS3 SENDCO.</p> <p>All of the above carried out.</p> <p>Dates arranged for the child to attend KS3 school on visits (additional visits arranged if necessary)</p> <p>SEND CSA from KS3 school invited to visit Jump School to familiarise with SEND children and answer any questions that the children have.</p>
Where can the Barnsley Metropolitan Borough Council Local Offer be located?	<p>The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.</p> <p>BMBC Local Offer is available from the website: https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-SENd/SENd-local-offer/</p>

Review Framework

This report will be reviewed annually.

Signed: *K.E. Falconer*

Head Teacher

Date: 14.3.18

Signed: *J. Hodgkinson*

SENDCO

Date: 14.3.18

Review Date: February 2019