



Luton

LUTON BOROUGH COUNCIL

SUNDON PARK JUNIOR SCHOOL SEND REPORT & SCHOOL LOCAL OFFER

September 2018

SUNDON PARK JUNIOR SCHOOL SEND REPORT and SCHOOL LOCAL OFFER

At Sundon Park Junior School we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers. The SENDCO works closely with school staff and external professionals such as speech and language therapists, occupational therapists, and child and adolescent mental health services (CAMHS) to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

1. What kinds of special educational needs is provision made for at our school?

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – moderate learning difficulties; specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy, cystic fibrosis.
- Communication and Interaction – autistic spectrum condition, Asperger's Syndrome, selective mutism, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder and mental health issues.
- Severe learning difficulties e.g. Downs Syndrome.

2. How does Sundon Park Junior School identify and organise support for children with special educational needs?

Our school's Assessment Policy, which is available on our school website, outlines the range of assessments regularly used throughout the school.

On entry to Sundon Park Junior School all children will be given baseline assessments in reading ability and spelling ability

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irrespective of whether they are known to have a SEND or not.

Teaching staff will monitor each child's progress closely across the core curriculum and any concerns will be discussed with the SENDCO. If needed, support for the child will be put in place and rigorously monitored. The SENDCO can ask for advice from Local Authority Advisors who will then provide reports detailing further suggestions, such as intervention. Interventions can be implemented quickly to help overcome barriers to learning. In this way school will continue to be a positive and rewarding experience for the child.

Children known to have a SEND will receive extra baseline assessments either administered by members of our SEND team or by specialists from outside agencies such as the Education Psychologist (with parental permission). These will result in a clear understanding of their learning strengths and areas for development. These judgements will determine what support is required for each individual child to support their academic and personal development.

Further information relating to identification and assessment of children with SEN can be found in our SEN Policy document.

3. Who are the key people at Sundon Park Junior School available to discuss parental/carers concerns about their child's difficulties?

In the first instance parents/carers should talk to their child's class teacher about any difficulties they think their child may be experiencing. Additionally, parents/carers are encouraged to make an appointment to meet with the SENDCO (**Miss Flowers**) at any time of year but especially prior to transfer to the school if there is a known SEND. Miss Flowers has day to day responsibility for co-ordinating provision of education for pupils with special educational needs at SPJS. Our Assistant Head Teacher i/c Inclusion (**Mrs Greaves**) can also be contacted regarding SEND concerns.

Miss Flowers can be contacted via the school reception on 01582 571619.

Parents/carers are encouraged to ask for a longer appointment at parent/teacher consultation evenings where this is needed. A separate appointment can also be arranged with the SENDCO.

If a child has a Personal Learning Profile (PLP) then further opportunities to discuss progress and future needs will be offered in the form of review meetings. These meetings will occur at least three times per school year. Parents/carers will receive a letter inviting

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them to attend these meetings. These will usually be with the class teacher but the SENDCO may also attend.

All children, regardless of whether they require a PLP, will receive school reports at least once per year detailing progress against targets with the end of year report giving more detailed information. These are paper based reports which are sent home with the children. In addition, there are at least two opportunities to meet with the class teacher.

4. How will parents/carers be informed about their child's progress at Sundon Park Junior School and how will his/her progress be measured?

Progress will be monitored closely and should the decision be made that a Personal Learning Profile (PLP) is required then parent/carers will be invited to a meeting either by letter or through personal contact from the class teacher or SENDCO. At this meeting their views and those of the child will be sought regarding necessary support. The class teacher will be responsible for ensuring outcomes are reviewed regularly and this will be shared with parents/carers at the next review meeting.

Where children require support beyond the classroom, this will be overseen by the SENDCO. Progress is measured in different ways dependent upon the specific needs of the child. For example, this may be in the form of reading age or spelling age, national curriculum progress measures or a measure of behaviour. This will again be shared with parents/carers and child at the PLP review meeting in order that future support can be agreed.

Parents/carers will be notified of any additional support provided for their child; this notification will generally be given by letter. Parents/carers are asked to contact the school via letter or in person to the class teacher or SENDCO. Letters can either be taken directly to reception or given to the class teacher first thing in the morning. If a meeting is needed then parents are free to phone the school to arrange a time which is suitable for all.

5. What support will parents/carers receive at Sundon Park Junior School if their child has been identified as having special educational needs?

Parents/carers will receive support from the Inclusion Team if their child has been identified as having a SEND. The Inclusion Team are:

AHT Inclusion – Mrs Greaves

SENDCO - Miss Flowers

BSAdmin - Mrs Reed

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Family Worker - Mr Bradbury
Attendance Support – Miss Taylor

The team work together with Local Authority Advisors and other external agencies to offer advice and support to parents/carers.

With support from the Inclusion Team, parents/carers will be involved in the planning of support for their child. The school will listen to concerns and form a school and parent/carer partnership in developing the best possible outcomes.

There may be occasions where parents/carers are asked to participate in training or learning events, there may also be the opportunity to attend support groups facilitated by the school or voluntary support groups specific to their child's needs.

Parents/carers will be kept fully involved and informed about their child and the invaluable contribution that they can make towards their child becoming an independent learner.

6. What support is offered to ensure the wellbeing of children at Sundon Park Junior School with special educational needs and disabilities?

At Sundon Park Junior School we pride ourselves on our commitment to the wellbeing of all our children, "The school's work to promote pupils' personal development and welfare is good." OFSTED March 2016. "Pupils who have special educational needs (SEN) and/or disabilities receive good individual support. They make strong progress in their learning." OFSTED March 2018.

Responsibility for the wellbeing of children with SEND lies initially with the class teacher as this is the person who sees the child every day and is therefore best placed to see any changes in behaviour. The class teacher is involved in the writing and reviewing Personal Learning Profiles and for implementing the agreed actions. This is done in consultation with the child and in discussion with any other adults who work in the classroom or provide interventions for the child. This is reviewed by a senior member of staff with the class teacher in half termly pupil progress meetings. In addition, support is provided through one to one and group sessions by members of the inclusion team whenever this is needed.

All children have a termly opportunity to reflect on how safe they feel in school, particularly to discuss any concerns they may have around bullying, and any child who requires extra support for this will be supported. In addition, class teachers monitor any concerns children may have on an on-going basis, communicating with parents as necessary. The whole school take part in anti-

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bullying days at least once per term with a lead being taken by the school council.

All our staff care and are supportive. Wellbeing is taught as part of the curriculum through PSHE and forms the focus for assembly each week. "Pupils are aware of different types of bullying. Incidents are recorded carefully. "Pupils say that they can seek help from the 'anti-bullying buddy' if they are worried and have no hesitation telling an adult when they need help." OFSTED March 2016. "Pupils feel safe at school. Staff make every effort to ensure that pupils are safe and cared for." OFSTED March 2018. "Pupils are taught about types of bullying. They are confident in reporting any concerns to adults and know that leaders will act swiftly in response." OFSTED March 2018.

At some point many children will require additional support for their emotional wellbeing. Parents/carers play an important role in supporting the school to understand their child. They and their child will be involved in all decisions and their views listened to. The school has clear policies for Behaviour and Discipline, Equality and Anti-Bullying. Procedures are clearly set out and all staff adheres to them. The policies can be found on the school website.

Children with behavioural difficulties are supported by the BSAAdmin and other members of the Inclusion Team. Pastoral and social support is available through intervention. This intervention may be small group or on an individual basis. The child is encouraged to express their view in a structured non-threatening environment allowing them to contribute to their own emotional stability and personal development.

Medication: Parents are responsible for the administration of medicine to their child. If this is not possible then we have a procedure that must be followed.

Parents/carers are asked to give the medicine to a member of the office staff and sign an indemnity form. School staff can only administer medicine once this has been completed. Staff will ensure that children who require specialist medication are taken to the office for it to be administered. Only medicine prescribed by a doctor can be administered. All medication must be in its original bottle with contents and dosage clearly marked it must also have the child's name printed clearly on it.

If the child has complex needs then a care plan is drawn up which will be reviewed with the parent as required.

7. How will teaching be adapted at Sundon Park Junior School to support the child with special educational needs?

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At Sundon Park Junior School, teaching is adapted to meet the learning requirements of all our children. Good quality first teaching is the approach applied within the classroom. Some children including those who are known to have a SEND may need parts of the curriculum to be differentiated. This differentiation will enable those children to access learning at their current level of attainment. Support for specific difficulties is provided by the SENDCO who will also seek advice from the Local Authority SENS Advisors.

Information and advice provided is shared with the class teacher, parent/carer and child to ensure that barriers to learning can be challenged in a positive and constructive way. Progress and strategies used will be measured through small targets being set and through parent/teacher consultation evenings with regular review meetings of Personal Learning Profiles (PLP's) and annual reviews of Education, Health and Care Plans (EHCPs) enabling the child to reach their desired outcome.

For further detail please see our Teaching and Learning Policy and our SEND Policy which can both be found on the school website.

8. What different types of support can the child receive at Sundon Park Junior School?

During their time at Sundon Park Junior School children might receive additional support that is different to that provided by the class teacher. To ensure that personal outcomes become achievable, extra support may be provided by Learning Support Assistants (LSAs) who run interventions. This support may occur at any point during the academic year.

Intervention is provided in a small group focussing on the area of weakness in order to overcome this barrier to learning. Interventions may also be provided on an individual basis if there is a specific difficulty.

LSAs deployed to run interventions are qualified to a minimum of Level 2 with some obtaining specialist qualifications such as inclusion for learners with speech, language and communication needs, and understanding Autistic Spectrum Disorders.

Other intervention may be provided by external agencies and voluntary groups such as CHUMS, if your child should require intervention from external agencies you will be fully involved and the child's views will also be considered.

School staff receive training in all subject areas through Continued Professional Development (CPD). This includes support for pupils with specific learning needs.

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Specific interventions are provided in English, Maths, English as an additional Language, Social Skills, and Emotional Wellbeing.

9. How will Sundon Park Junior School support your child in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

At Sundon Park Junior School we provide a varied selection of activities that children can take part in. We have an inclusive ethos and all children may access the activities.

At lunch time the supervisory staff provide a variety of equipment including hoops, skipping ropes and balls that all children can play with, weather permitting. They also organise a range of games for pupils during lunch breaks. We also offer an indoor area at lunch time where children can play games with adult supervision.

We also offer clubs run both by members of staff and outside providers such as sports coaching, gym coaching and dance classes. Sport focused clubs are usually in preparation for taking part in school competitions however any child can take part (numbers permitting).

If your child requires individual support at unstructured times, this can be discussed with the SENDCO. This will form part of the Personal Learning Profile for the child.

Additional arrangements for school trips and journeys can also be discussed with the SENDCO if parents feel the normal guidance used is not enough to meet the requirements of their child with SEND.

For further information please see our Educational Visits and Activities Policy which can be found on our school website.

10. How does Sundon Park Junior School involve children in decisions that affect them?

Where a child is known to have SEND a representative from the school usually the SENDCO will meet with the parent/carer and the child prior to attending the school. This initial meeting is to discuss needs to ensure that the processes required in meeting those needs are carried out by the school. Decisions on personal achievements and outcomes will be discussed with the child at Personal Learning Profile reviews and/or the annual reviews of their Education, Health and Care Plan. (EHCP)

The same will occur when a child is identified as having a SEND. All decisions will be made with the knowledge of the parent/carer

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and the views of the child also being sought.

At Sundon Park Junior School we aim to treat all children fairly and with respect. We want everyone to reach their potential, and recognise that for some pupils extra support is needed to help them to achieve and be successful. We take our legal duties on equality seriously. We welcome our general duty under the Equality Act 2010 (Regulations 2017) to eliminate discrimination, to advance equality of opportunity and to foster good relations.

All children will have a voice and this voice is and will be listened to.

11. How are Sundon Park Junior School's resources allocated to support children with SEND?

At Sundon Park Junior School we are provided with financial resources to support those with additional needs, including children with SEN and disabilities. An amount is identified within the schools overall budget although this is not ring-fenced.

An amount of money is agreed by the Governing Body each year to maintain a central store of SEN support materials which are available to all staff. The budget holder for this is the SENDCO.

The major part of the SEND allocation is used to employ support staff who work:

- within the classrooms
- away from the main classroom providing intervention, or
- providing one-to-one specialist support overseen by the class teachers.

Extra financial resources are also allocated to the school for children who have an Education, Health and Care Plan. As above the school will use this to support the individual child. Any additional funding that is required has to be applied for and agreed with the Local Authority.

Provision Mapping is used and we have adopted a graduated approach which includes the four part cycle Assess, Plan, Do, Review. This mapping allows the SENDCO to monitor the provision and intervention that is in place for all our children including those known to have a SEN.

The provision is regularly reviewed to ensure that the correct intervention is having the desired outcome. Each half term children

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are discussed by the teacher and a senior member of staff to ensure the correct provision is being made for the child. If a child is involved in an intervention then the member of staff responsible for the intervention regularly reviews progress against the stated success criteria for that intervention. The effectiveness of interventions overall is reviewed at least annually to ensure that the correct range of interventions are available and that staff members have the necessary level of training. In addition, vulnerable children meetings are held several times each term. These meetings are chaired by the SENDCO and involve the entire Inclusion Team in discussing any child who is causing a concern, including those with SEND. The team meet regularly to discuss individual children to ensure the correct provision is being made, especially where external support is being sought or provided.

The effectiveness of provision is reported to the Governing body who in turn has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

12. What services external to Sundon Park Junior School can provide support to children with SEN?

At Sundon Park Junior School we ~~hold termly School Liaison Meetings involving the SENDCO and have access to~~ professionals from local specialist services. Support from these services will be sought as and when needed. This will ensure that continued support is available for those children known to have SEND. Children causing concern will only be discussed with prior knowledge of their parent/carer and appropriate action taken as necessary. The SENDCO will co-ordinate any support from external agencies including health and social services.

Some of the specialist services external to the school are:

- Education
 - Special Educational Needs Service (SENS) which includes Learning Support Service (LSS),
 - Behaviour Support Service (BSS)
 - Educational Psychology (EP)
 - Autism Spectrum /Social Communication Difficulties Team (ASD/SCD)
 - Hearing Impairment Service (HI)
 - Visual Impairment Service (VI)
 - Educational Welfare Office (EWO) attendance
 - Virtual School Head (VSH)
- Health
 - School Nurse
 - General Practitioner (GP)

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- Edwin Lobo Centre (ELC)
- Speech and Language (SALT)
- Child and Adolescent Health Service (CAMHS)
- Occupational Therapy (OT)
- Specialist Consultants.
- Social Services.

After getting permission from the parent, advice from these services is sought if a child is known to have SEN/SEND or when a child is presenting with a SEN.

Observations, assessments, reports, meetings and advice on different strategies to be used are requested by school and these are shared with the parent/carer and child to achieve the best possible outcomes for them to be as independent a learner as possible.

13. How are staff at Sundon Park Junior School supported to work with children that have special educational needs and what training do they have?

The SENDCO is supported and encouraged to attend relevant courses and will cascade information, if appropriate, to other staff, both teaching and non-teaching. INSET may be given from outside agencies.

Governors are informed of, and encouraged to attend, suitable training.

The SENDCO is a qualified teacher holding the National Award in Special Educational Needs Co-ordination.

The BSAdmin is qualified to Level 3 and holds specialised therapeutic qualifications to support children's emotional wellbeing.

The Family Worker holds relevant qualifications to enable him to fulfil his role.

All staff receive training on SEN and are updated with information relating to SEN. This is to enable them to meet statutory requirements and be aware of current SEN and disability legislation.

14. How will Sundon Park Junior School support the child in moving on to another school or to the next key stage in their

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education?

In order to facilitate the successful transition of pupils with SEND, the SENDCO liaises with the infant school before the children transfer at the age of 7 years. Transition arrangements are made with the school and those children are invited to attend Sundon Park Junior School on several occasions so they can become familiar with the surroundings and meet the staff they will be working with. In addition to this they will be invited, along with their peers, for the usual transition arrangements. All relevant documentation is compiled for the start of the new academic year by the feeder school and this is discussed to ensure continuity of care. Records of any children not from our main feeder school or who transfer part way through an academic year are requested from their previous school.

If a child has an Education, Health and Care Plan (EHCP) the arrangements set out above are also implemented. The SENDCO or other members of the Inclusion Team are invited to visit the child in their current school. The SENDCO from each school will draw up a transition plan to ensure continuity of needs remain the main focus. When a child transfers to another school all relevant papers will be passed on to the SENDCO of the new school and all cooperation will be given to ensure a smooth transfer. We actively encourage the receiving school to invite children with specific needs to take part in an extended transition programme.

In the case of transfer to secondary school the SENDCO will liaise with the relevant staff from the secondary school. In addition, when children with EHC Plans are due to transfer to secondary school, the SENDCO from the school concerned is invited to attend the review and a transition plan is drawn up.

Use of external professionals such as the Special Educational Needs Services (SENS) may be required to ensure continuity of provision. The child's needs are discussed at the [School Liaison Meeting](#) Transition [Meetings](#) prior to their transfer and any further assessments that are required are scheduled prior to the child leaving Sundon Park Junior School. All information is passed on as stated above.

15. How accessible is Sundon Park Junior Schools' environment?

At Sundon Park Junior School there are restrictions to access which makes the part of the building on the first floor inaccessible. The school has ramps in the courtyard, enabling pupils in wheelchairs to access all areas on the ground floor.

The school does not have any specific provisions at present for the disabled such as lifts or washing facilities but there is a disabled

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toilet in the Senior Leadership Office.

The school uses visual timetables in every classroom using symbols from the Communicate in Print package. This is also used around the school to help those children who have communication difficulties.

The school will try its best to communicate with parents whose first language is not English but we do not have interpreters. We rely on our community of parents and this has proven to be successful.

16. Who can parents/carers contact for further information at Sundon Park Junior School?

If parents/carers wish to discuss concerns about their child they should speak to the class teacher in the first instance.

If there are other issues that need to be discussed then an appointment should be made with the relevant member of the Inclusion Team – the AHT, SENDCO, BSAdmin and Family Worker.

At Sundon Park we have a close working relationship with the Local Authority, Special Educational Needs Services (SENS) parents /carers are welcome to contact them if they wish to discuss anything further or appointments can be arranged in school time.

If parents/carers are considering an application for their child to Sundon Park Junior School, then admission arrangements will not differ from those of other children unless there is a medical condition needing special facilities or a physical condition needing building modifications. In either case there will be prior consultation between parents/carers, school staff, the Local Authority and the Health Authority.

More information can be found on the Luton Borough Council website at

http://www.luton.gov.uk/education_and_learning/special_educational_needs/pages/default.aspx

The Luton Special Educational Needs and Disability Information Advice and Support Service (SENDIAS) can be contacted on 01582 548156 or emailed at parentpartnership@luton.gov.uk Further information can be found at

http://www.luton.gov.uk/Education_and_learning/Special_educational_needs/Pages/Luton-SENDIAS-service.aspx

Special Educational Needs Assessment Team (SENAT) can be contacted on 01582 548132 or emailed at senat@luton.gov.uk

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Autism Spectrum Service can be contacted on 01582 548151 or emailed at gill.darbyshire@luton.gov.uk Further information can be found at http://www.luton.gov.uk/Education_and_learning/Special_educational_needs/Autism/Pages/default.aspx

Information about local support groups for children can be found at http://www.luton.gov.uk/Education_and_learning/Special_educational_needs/Pages/My-child-has.aspx

The Luton local offer can be found at https://www.luton.gov.uk/education_and_learning/special_educational_needs/Pages/default.aspx

Education Psychology Services can be contacted on 01582 548150 or emailed at edpsychology@luton.gov.uk

Education Welfare Services can be contacted on 01582 548174 or emailed at education.welfare@luton.gov.uk
Hearing Impaired Pre-School & Primary Outreach (HIPPO) can be contacted on 01582 533114 or emailed at johnsonc@icknield.primaryluton.co.uk

Services for children with visual impairment can be contacted on 01582 548151 or emailed at educationsupportservices@luton.gov.uk

17. Arrangements for handling complaints from parents of children with SEN about the provision made at the school

If a parent is dissatisfied with the school's provision to meet their child's special needs, a complaint should be made in the following order:

- To the SENDCO, who will respond within 5 working days.
- To the AHT, who will respond within 5 working days.
- To the Headteacher, who will respond within 5 working days.
- To the Chair of Governors/Governor responsible for SEN, who will respond within 21 working days.
- To the Local Authority.
- Finally, the parents can complain to the Secretary of State for Education.

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The school endeavours to maintain a close relationship with parents and it is hoped that complaints can be dealt with effectively through the SENDCO and/or Headteacher.