



Learning for Life Education Trust
Stronger together

Irthlingborough Junior School

The School Offer 2018-19

Support for Pupils with Special Educational Needs and Disabilities (SEND)

Irthlingborough Junior School is part of the Learning for Life Trust. We aim to meet the needs of all children and ensure that they are included in all aspects of school life. This document has been produced to outline the range of support and provisions that are offered here. It aims to provide families with information about how we can include and support your child in school.

The Inclusion Lead at Irthlingborough Junior School is Amanda Johnson

How do we identify and assess the needs of pupils with SEND?

- All pupils have access to quality class teaching and the curriculum. Class teachers make regular assessments of progress for all pupils. Formal and informal assessments, observations and daily teaching throughout the year enable teachers and staff to make careful judgements about pupils needs.
- These assessments and observations seek to identify pupils making less than expected academic progress given their age and individual circumstances. This can be characterised by progress which:
 - ❖ is significantly slower than that of their peers starting from the same baseline
 - ❖ fails to match or better the child's previous rate of progress
 - ❖ fails to close the attainment gap between the child and their peers
 - ❖ widens the attainment gap

Teachers also assess progress in areas other than academic subjects – for instance, they will check whether a pupil needs to make appropriate progress in social skills or physical development.

If problems persist and a pupil continues to fall behind, then class teachers, in collaboration with parents, need to see if they can identify a particular barrier to learning. The class teacher will fill in a SEN Record of Concern form and give it to the Inclusion Lead with supporting evidence of strategies tried etc, for consideration. The Inclusion Lead will discuss concerns with the class teachers and may be able to identify barriers to learning and therefore suggest strategies to try to help accelerate progress. A record will be kept on the way a pupil responds to particular strategies, as this can further help identify their particular need.

- We hold pupil progress meetings every term and discuss every pupil in school. Meetings are held with the Headteacher, Mr Garley, our Deputy Headteacher, Mrs Meekings and with each class teacher. The Inclusion Lead, teachers and supporting members of staff who work in the classes and deliver interventions may also be at the meetings. The purpose

of the pupil progress meeting is to discuss each individual's learning and check that they are meeting their personal goals. Where it has been identified that children are not meeting their goals, parents are contacted by the class teacher and an informal plan of action is usually put in place to ensure that the child is achieving.

- Pupils who have been identified as underachieving are carefully monitored. A majority of pupils should make good progress throughout the year because learning is adapted and adjusted to meet individual needs.
- Sometimes a pupil may need support that is additional to or different from what is usually provided within class. Where this is the case, we contact the parents and discuss the next steps for that pupil. This may mean putting in place an Individual Education Plan, where achievable and measured targets are set for the child, within a specific time frame. We may identify that pupil as having Special Educational Needs and place them on the SEN register.
- Where appropriate, we may ask for additional advice from outside agencies to identify the pupil's needs and provide us with further information: e.g. Community Paediatrician, Speech and Language, Specialist Support Services, or commission an outside agency e.g. Educational Psychologist to undertake further assessments.
- Pupils may also have a pre-existing condition or disability that has been diagnosed by healthcare professionals and therefore require individualised provision within school.
- Pupils may transfer into school, having already been on the SEN register in another school. In this instance, we would work closely with the other setting and parents to ensure effective provision is transferred over.

Teaching and Learning for Pupils with SEND

How do the staff support pupils with SEND?

- Each class teacher understands their accountability for the inclusion and progress of all children, including those with SEND. Where necessary, in-class adjustments are made so all pupils can access the curriculum.
- Teachers are supported by the Inclusion Lead and other Senior Leaders to ensure that pupils' needs are targeted.
- Teaching Assistants work with the class teachers to ensure that every child receives the level of targeted support they require within lessons.

How is the curriculum adapted and what additional support is available?

- The school recognises that children are at different levels in their learning and learn in different ways.
- The school delivers Quality First Teaching to all our pupils. Our teachers and support staff are experienced at providing the scaffolding pupils require in order to learn and make progress.
- The school delivers an inclusive curriculum in order to engage and interest all pupils. Tasks for pupils in class will be adapted so that all children are able to learn.
- We offer small group support and individual support when needed in the classroom. We also run a wide range of interventions for children who need to boost their skills in particular areas of the curriculum.
- The school has a range of learning equipment and tools to support learning.
- There are a number of spaces around school where interventions with small groups of children are delivered by a member of staff.

How is the decision made about the level of support a child receives?

- We constantly review your child’s needs using our systems of monitoring, evaluating and reviewing, our experience and the expertise of any other professionals involved. This helps identify what, when and where additional support may be needed.
- Pupils on the SEND register may access SEN provision to meet their individual needs. This provision may take the form of additional adult support, interventions within class, withdrawal for intervention or support from outreach providers.
- Some pupils are eligible for High Needs Funding. Some of these pupils may require 1:1 support to facilitate their inclusion within a mainstream setting.
- Pupils are allocated to interventions based on their individual needs. The majority of interventions are time-limited with the intention of pupils receiving intensive support so that they become able to learn and interact with greater independence.
- We have trained staff who are able to deliver the range of interventions included in table below. The list is divided into the interventions that can be used to meet each of the different types of SEND outlined in the SEND Code of Practice, 2015.

Cognition and Learning	Sensory and/or physical
Additional phonics Switch On Reading Numeracy Catch Up Programme Precision teaching literacy and maths Booster groups Multi-sensory spelling and handwriting The Nussy Learning Programme Strategies/programmes for difficulties with: Auditory processing Working memory Short and long term memory	Multi-sensory handwriting intervention Physical aids – writing slopes, fidget toys and weighted blankets etc. Sensory circuit Sensory diet/breaks Fine and gross motor skills interventions Visual and hearing impairment support
Communication and Interaction	Social, Emotional and Mental Health
Speech sound production Stammer/mutism Time to Talk Drawing and Talking Language programmes (Receptive and Expressive language) Colourful Semantics Programmes and Strategies to support pupils with ASD, including: Visual schedules Work stations Social stories	TAMHS Programme – Targeted Mental Health in School Learning Mentors who provide specific support with: Anxiety Anger management Behaviour modification Bereavement Social Skills Emotional support Drawing and Talking /Time to Talk Individual Behaviour Support Plans Individual Behaviour modification and monitoring plans

How do we assess the progress of SEND pupils?

- Each term, pupils, teachers and parents meet to set purposeful targets that enable pupils to achieve their next steps. The intention of the meeting is to discover more about the

child and their learning strategies. By creating a plan, and setting and reviewing targets, we can learn what works well for the child.

- Targets are set from ongoing assessments that have taken place. These may be formal or informal. An example of informal assessment may be a spelling test, the child's learning books and or observations. Each assessment will provide us with information to be able to plan suitable next steps.
- Feedback from children and parents play a vital role in deciding upon the appropriateness of the targets. The assessments and meetings enable everyone to have a clear, concise and shared understanding of what support will be provided in school and what can be completed at home to help.
- Targets, key skills and strategies are outlined in an Individual Education Plan that is sent home as a reminder of what has been agreed at the meetings. Parents and the child have specific arrangements they have agreed to do as part of the plan.
- Termly evaluations of the intervention programmes take place and are reviewed with parents. This enables us to analyse what is working well and what needs to be adapted.
- We use various assessments, including the Strengths and Difficulties questionnaire and Wellbeing tracker to assess progress made for pupils in social and emotional development following targeted intervention for social, emotional and mental health difficulties.
- Teachers also assess progress in areas other than academic subjects – for instance they will check whether a pupil needs to make appropriate progress in social skills or physical development.
- In addition to the above, careful monitoring procedures take place throughout the year. Such procedures include:
 - classroom observation by the Inclusion Lead and / or senior leaders
 - ongoing assessment of progress made by all intervention groups
 - work sampling on a regular basis
 - scrutiny of planning
 - informal feedback from all staff
 - pupil progress tracking using assessment data on a termly basis
 - provision mapping
 - attendance records and liaison with the Education Welfare Officer (EWO)

How do we evaluate our SEND Provision?

- Parents and children are always offered the opportunity to contribute to the evaluation of Individual Education Plans.
- The evaluation of the plan and the meeting provides information for parents about how well their child is doing and determines their rate of progress.
- We assess the progress our pupils make when they access an intervention each term and how effective the intervention has been against the intended outcomes. We also discuss how well they are applying their new learning into their class work/learning.
- We consider the child's motivation and towards meeting the targets set out on their individual plan.
- We ask parents and carers to contribute their views through parent questionnaires which are available through the year.
- We ask the parents and carers of our SEND pupils to evaluate our SEN information report with our Inclusion Manager annually.
- We review our SEND and Inclusion policies annually.

What is the support and provision for overall Wellbeing?

- We are part of the TaMHS programme 2018-2020 (Targeted Mental Health in Schools)
- Where there is a medical need, staff work closely with health professionals to personalise provision to ensure these needs are met.
- Where a child has a serious medical need, a Health Care Plan will be created so that there is a clear protocol that provides accurate information regarding the correct medical care for the child.
- We have two Family Support Workers, who support families through the Early Help Assessment provision.
- We have strong links with the Community School Nurse Team who run workshops for children relating to the emotional, mental and physical health.
- Prescribed medication can be administered in school if school are in receipt of a signed medication administration permission form from parents.
- Staff support pupils to ensure that pupils who require pastoral support can access that support at the time it is needed. A variety of pastoral interventions are available in school.

How do we involve and use Specialist Services?

- As part of the graduated response to special educational needs, school can request further advice, support or assessment for pupils from specialist services. These specialist services include:
 - Social Services
 - EIPT
 - School Nurse
 - Community Paediatrician
 - Physiotherapy
 - Occupational Therapy
 - Educational Psychology
 - Autistic Spectrum Disorder [ASD] Outreach
 - Speech and Language therapists
 - Specific learning difficulties team
 - Visual and hearing impaired team
 - Child and Adolescent Mental Health Service [CAMHS]
 - Specialist Support Service
- School staff will work closely with these specialist services in order to personalise provision to the individual needs of each child.
- We have two Learning mentors within school who support pupils with a range of social, emotional and behavioural needs.

How is funding used and allocated?

- The school sets aside money in the overall budget to provide support for children with additional needs. This will include the cost of providing support staff throughout school, the use of outside services and also the cost of equipment and materials to support children.
- The school can access support from outside agencies for pupils with additional educational needs. Referrals to these services are made by the Inclusion Lead after meeting with parents to discuss needs.
- School is responsible for up to £6000 initially to fund support for individual pupils with higher level needs. If it has been determined by the team of professionals supporting an individual pupil, that further provision is required, school are able to apply for High Needs funding

from the Local Authority. The amount allocated to individual pupils is agreed by the High Needs Funding Panel at Northampton County Council and is then added to the £6000 of funded support.

- Pupils with Education Health and Care plans may or may not also be eligible for High Needs funding. If they are eligible, school will need to apply through the usual process for High Needs Funding.
- Pupils with EHC plans may also be eligible for a Personal Budget for agreed spending on specific areas of need. This budget is negotiated between the parent and Local Authority during the EHC process.

How do we communicate with Parent/Carers?

- Parents and carers are invited into school regularly to discuss their child's progress.
- Parents and carers are encouraged to make appointments with the class teacher and/or inclusion lead to discuss any concerns or additional needs a pupil may have.
- Parents/carers views are sought termly through our parent view questionnaire and online all year through our website survey.
- Parents/carers are also asked to contribute to Individual Education Plan reviews, person centred planning meetings and regular face-to-face informal meetings to discuss progress.

What are the arrangements for transition?

- Miss Johnson, the Inclusion lead, meets the receiving school's SENCo to discuss pupils with SEND needs.
- The Inclusion Lead will attend the summer term SEND review meetings for pupils in year 2.
- We encourage the receiving school SENCo to meet our pupils with SEND individually in our school alongside parents/carers and their class teacher.
- Additional visits are arranged for pupils with SEND.
- For pupils who have High Needs Funding or EHCs, the receiving school SENCO is invited to attend the summer term transition review at school.

What training do staff receive?

- Our staff receive regular and ongoing training specific to their roles in school and to individual or collective needs of our pupils.
- We access staff training through a range of companies, agencies, services and organisations across Northamptonshire and beyond.
- We deliver INSET training throughout the school year which is specific to the needs of our pupils.

What are the access arrangements for Extra-Curricular Activities for SEND pupils?

- The school runs a range of school clubs which are open to all pupils
- We ask the children about what activities they would like in school and do our best to offer as many preferred activities as possible.
- We risk assess all school trips.
- Pupils with SEND will have individual risk assessment if appropriate and we will increase staffing ratios when individual pupils require a higher level of supervision and support on class trips.

Accessibility

- We keep our children and parents/carers well informed about groups and activities running in school through the website, parent newsletters, twitter, parent notice boards and our frequent face-to-face contact with parents.
- We enable equal access to our groups and activities in school and make any reasonable adjustments necessary so that children with SEND can participate.
- We have a school Accessibility Plan that sets out how the school intends to ensure accessibility to all aspects of school life for site users with SEND.

Created 20th November 2018

Amanda Johnson – Inclusion Lead