

Code of Practice – SEND Information Report:

Boughton Leigh Junior School

This school and others in Warwickshire have a similar approach to how they accommodate pupils with Special Educational Needs and Disabilities. This document aims to provide parents with all of the information they need to understand how their child's needs are to be met by both the school, and also by the Local Authority and Special Educational Support Services. At the end of the document there is a glossary to explain some of the terms used, as well as the main people responsible for SEND provision within the school and externally.

What does SEND needs does the school provide for?

Introduction

All maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning, Social
- Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

What is the Local Offer?

The *Children and Families Bill* will become enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is known as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

How do we identify children with SEND?

At different times in their school career, a child or young person may have a Special Educational Need. The Code of Practice defines SEND as:

"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal quality first differentiated curriculum. Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning.

SEND children may be identified by the class teacher as children who are not successfully accessing the curriculum. This is supported by evidence which may be provided through books and work and through progress and data. Liaison with parents or carers takes place and additional advice may be sort through external services such as EIS, IDS or the EP. As a result for children who are working significantly below their peers it may be agreed that they need additional support through SEND.
For further information, please see the 'SEND Policy'.

How do we consult with families of children with SEND and involve them in their child's education?

Parents will be informed of their child's progress through:

- Through meetings (class teacher and/or SENCo)
- Through ISP or EHCP meetings
- Parents' evening
- By phone
- Through reports – from external agencies or from class teachers
- Through promoting an 'open door' practice

What are the arrangement for assessing and reviewing a child's progress towards their potential outcomes?

All children are assessed against National Expectations for their year group. Assessments are carried out through formal assessments as well as through on-going teacher assessments. All children are set personal class targets to meet and progress towards these are evaluated and monitored by both teachers and pupils.

Children with SEND will be given smaller step targets through their ISP. These will be monitored at ISP review. ISP reviews will usually be between class teacher and SENCo and updated ISPs will be sent home to parents. The review may also include liaison with the Nurture staff and external agencies involved with the child. Where there is higher level need external agencies will be used to assess progress, and this will be shared between parents and carers.

What is the school's approach to teaching children with SEND?

The Head teacher: Mrs P Duynstee

Responsible for:

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

The Deputy Head teacher: Mrs D Hunter

Responsible for:

- Liaising with the SENCo and the Inclusion Manager to monitor the provision of teaching and learning provided to pupil's with Special Education Needs/Disabilities.
- Working collaboratively with the SENCo to monitor and review data.
- Coordinating the provision for Pupil's requiring support through Nurture.
- Keeping the Head teacher informed.

The class teacher

Responsible for:

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.

- Providing Individual Support Plans (ISPs), based on smaller steps and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCo: Mrs N. Brown

Responsible for:

- Developing and reviewing the school's SEND policy.
- Coordinating all of the support for children with special educational needs or disabilities (SEND)
- Ensuring that you as parents/ carers 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 other professionals who may be coming in to school to help support your child's learning, e.g. STS, Speech and Language Therapy, Educational Psychology.
- 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 in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Coordinating and delivering staff training in SEND.

Inclusion Manager: Mrs J Arnold

Working collaboratively under the guidance of the SENCo; responsible for:

- Providing Specialist small group and 1:1 provision.
- Liaising with SENCo to monitor class TA support and providing coaching to TAs where necessary.
- Coordinating and delivering TA training in SEND.
- Ensuring that you as parents/ carers are:
 - kept informed about the support your child is getting
- Liaising with other professionals who may be coming in to school to help support your child's learning, e.g. STS, Speech and Language Therapy, Educational Psychology.

Learning and Behaviour Mentors: Mrs N Khan and Mrs S Micklewright

Working collaboratively under the guidance of the Head and SENCo; responsible for

- Providing specialist support to children and families
- CAF
- Triple P
- Safeguarding
- Attendance

SEN governor: Mr T Dedman

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Liaising with SENCo to discuss data and progress.
- Sharing SEND data with the governing body.

School contact telephone number: 01788 577914

How do we prepare children as they move between phases of education? i.e. preparations for their transfer to secondary education or their move to another primary setting

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. All records are passed between schools so that support can be maintained as smoothly as possible. All provision for transition is carried out according to the required needs of your child.

If your child is joining our school:

Our SENCo will liaise with the school in question and hold transition meetings with the feeder school SENCo. If the move is a transition from Key Stage 1 to 2, the class teachers will meet with Infant school teachers, usually at a Summer term transition meeting, but also through annual review for those on an Education, Health Care Plan (EHCP).

Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

We will contact the school SENCo and ensure that he/she knows about any special arrangements or support needed for your child. Where possible, a planning meeting will take place with the SENCo from the new school.

When moving classes in school:

Information (including ISPs), will be passed on to the new class teacher in advance. At the end of the school year, information sharing meetings will take place between staff which include an opportunity to talk to the SENCo.

In Year 6:

Transition review meetings are held between the secondary school teachers and the current class teachers. For pupils on an EHCP, the secondary teachers are invited to the Yr6 annual review along with parents and carers.

All children participate in a transition day, but where necessary, 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 do we adapt our curriculum and our learning environment for children 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. As with all Warwickshire schools, BLJS promotes a Dyslexia friendly environment.

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.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

The Teacher Standards 2012 detail the expectations on all teachers and as such every teacher is required to adapt the curriculum to ensure access to learning for all children in their class.

Our Teachers use various strategies to adapt access to the curriculum, this might include:

- Visual timetables
- Writing frames/ story starters
- Word banks
- Pencil grips/ colour screens
- Enlarged font
- Number lines/ 100 squares/ alphabet strips
- i-pads, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour reward systems

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended

to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Boughton Leigh Junior School to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

What training or expertise do the staff supporting SEND children have?

SENCo: Mrs N. Brown has some 9 years experience as a SENCo having been SEN Coordinator at primary school prior to her role at BLJS. She is an experienced class teacher and leader across the primary phase and has a wide repertoire of skills. She is particularly knowledgeable about behavioural and emotional issues.

Inclusion manager: Mrs J Arnold is an experienced teacher having classroom experience across the age range, as well as SEND. She has a wide repertoire of skills and is specifically trained in precision teaching and FFT (Fischer Family Trust).

Leading teacher for Nurture: Mrs G Rudd is an experienced teacher with a vast understanding of how to support children with additional needs. She is particularly knowledgeable about behavioural and emotional issues. She is Nurture trained and certified.

Leading TAs for Nurture: Mrs N. Khan and Mrs Micklewright are experienced Level 3 TAs and Learning and Behaviour mentors and as such are particularly knowledgeable about behavioural and emotional issues. They will run the Nurture set up between them under the guidance of Mrs Rudd. Mr T. Tresize is a Level 2 TA who is certified to deliver a Nurture Curriculum and will be based within the Nurture room full time. All are all TEAM teach trained.

Class teachers: receive training and up-dates on how to support SEND children. This includes advice and support provided through ISP or Pupil Progress meetings. There is a SENCo 'drop in' session provided to staff every Thursday lunchtime. Regular INSET is delivered by external agencies.

Teaching assistants: receive whole school INSET training in line with teaching staff. Further to this they receive regular in-house training i.e how to support children with reading, running reading records etc

How do we evaluate the effectiveness of our SEND provision?

Monitoring progress is an integral part of teaching at BLJS and pupils, staff, governors and parents are involved in reviewing the impact of interventions for learners with SEND. Annually baselines for pupils against NC expectations are recorded and targets set for the end of the academic year. Progress towards these is monitored termly, and half termly for those making less than expected progress. Pupil progress meetings are held for all pupils to discuss progress and any necessary strategies to remove barriers to learning within the classroom. There is also a termly ISP review where smaller steps to success are set and reviewed.

Progress can be seen to be effective when some or all of these factors are in place:

- targets have been achieved and new targets set
- children progress through NC descriptors
- teachers, pupils and parents/ carers can talk about achievements
- books/ work show progress
- small steps to success show progress
- termly or end of year data indicates sufficient progress

How are children and young people with SEND enabled to engage in activities with their peers?

BLJS promotes an inclusive approach to education and all children are supported in accessing all aspects of school life. Where necessary this may involve the provision of additional staff or specialist resources to enable pupil participation. All classrooms are fully equipped with learning resources, interactive displays and working walls. Teaching strategies are adapted to accommodate all learners and peer to peer support is encouraged amongst learners.

All before and after school clubs are openly available. Staff are made aware if there are pupils with specific needs.

Trips and residential visits are well planned for and advice is sort from outside agencies when necessary to ensure the well-being and success of all pupils.

What support for improving emotional and social development is provided and how do we include the views of SEND children?

Our school follows a behaviour reward initiative called 'Good to Be Green'. It promotes positive reward strategies and encourages targets setting and pupil interaction. In addition to this, where necessary (such as through an ISP,) children may have an individual reward system with small step targets for the children to work on daily. *Please see our 'Behaviour Policy' for more information.*

All classrooms have a 'Feelings Box' which promotes an open encouragement for children to share their feelings and emotions on a day to day basis. Staff read the pupil comments, and as a result take circle time or P.S.H.E sessions to address issues.

SMSC is an integral part of our curriculum and is covered through all lessons and teaching styles, as well as through additional lessons in R.E and P.S.H.E.

School councilors carry out surveys to collate pupil's views and are also involved in checking key issues from the school's 'Anti-bullying Policy'. *Please see our 'Anti-bullying Policy' for more information.*

All annual reviews for children on EHCP involve input from the children involved. Any children who are CLA (and may be emotionally vulnerable,) are asked to share their views and feelings at review meetings.

Specialist provision is provided to pupils through trained Behaviour Mentors (Mrs N. Khan and Mrs S. Micklewright). There are play leaders and peer mentors on the play grounds to provide peer to peer support.

What services are provided to SEND pupils?

School provides SEND provision through:

- TA support (small group and 1:1)
- Level 3 Specialist TA support (including Nurture and Behaviour mentoring)
- ICT programmes such as Nessy and Catch Up

School accesses Local Authority provision through:

- Specialist Teaching Service – providing specialist teacher and TA support
- Educational Psychology Service
- Intergrated Disability Service

School accesses Health provision through:

- Speech and Language Therapy
- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

Glossary – notes taken directly from the 'Draft special need and disability code of practice; 0-25 years – April 2014' by the Department for Education and Department for Health

CLA – children who are looked after through the care system (fostered)

Dyslexia Friendly Environment – an educational setting where there has been thought and consideration to the needs of those pupils who may suffer from dyslexic tendencies. Reasonable adjustments are made to the everyday environment.

EHCP – Educational, Health and Care plan – The purpose of an EHCP is to make special educational provision to meet the higher special educational needs of a child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

A request for an EHCP can be done by the parents of the child or a person acting on behalf of the school with the knowledge and agreement of the parents. The Local Authority must determine

whether the EHCP assessment is needed and must communicate its decision to the parents within 6 weeks of making the request.

EHCP are for children with higher need and replace the documentation formerly known as Statements. Statements will still be in place for those children being in receipt of a Statement prior to September 2014, until a point of transition whereby the Statement will be reviewed and consideration given to it being replaced by an EHCP.

STS– Early Intervention Service. STS provide support and advice to teachers and SENCoS in school. They review behaviour and learning and provide information to support Statutory referrals. They attend progress meetings and work with pupils in small groups or 1:1.

EP – Educational Psychologist. Provides support and advice to school about the social or academic progress of a child and potential barriers to learning. An EP will be involved if a child needs a statutory assessment.

GID – Gender Identity Disorder.

IDS – Integrated Disability Service. IDS provide support and advice to teachers and SENCoS in school. They monitor and review pupils with needs such as Hearing Impairment and ASD. They provide information to support Statutory referrals. They attend progress meetings and work with pupils 1:1.

ISP – Individual Education Plan. An individual plan (written by the teacher) which provides targets for learning.

LA – Local Authority.

Numicon – A specialist maths resource to support number relationships.

Nurture – Nurture provision is education provided to a small number of pupils in need of social support. It combines educational needs with social needs and is carried out in an environment which has aspects of home and school.

SEND – Special Educational Needs/Disability - 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 to her. A disability as defined under the Equality Act 2010 is 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”.

SEND Register – A register which contains a list of all of the children receiving SEND support. It includes the needs of the child and their year group. Children can move on and off the register at the discretion of the SENCo who will do this alongside parental liaison and sometimes external support and advice.

Statutory Assessment – where the LA is involved in deciding if a child needs an EHCP. Advice from schools, parents/ carers, EP and external agencies is sort and reviewed. If a referral is successful the child would be given an EHCP.

TA – Teaching assistant