

# Cavendish Junior School



## SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

MARCH 2019

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## Introduction

At Cavendish Junior School we believe in participation for all. We want all children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

Our last OFSTED inspection was carried out in June 2016. Referring to Special Educational Needs provision:

*"Pupils who have special educational needs and/or disabilities make good progress because the work in lessons and the level of support is well matched to their abilities. Their progress is reviewed frequently in order to evaluate the effect of additional support in helping to close gaps in attainment between these pupils and their peers."*

## What is SEN?

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

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

SEN could mean that a child has difficulties with:

- All of the work in school
- Reading, writing and number work
- Understanding information
- Expressing themselves or understanding what others are saying

- Making friends and relating to adults
- Behaving properly in school
- Organising themselves
- Some kind of sensory or physical needs which may affect them in school

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

*“A child or young person has SEN 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.”*

The law says that children do not have learning difficulties just because their first language is not English. Of course, some of these children may have learning difficulties as well.

If a learner is identified as having SEN, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

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. At Cavendish Junior School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. That does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

## **Who are the best people in school to talk to about my child’s difficulties with learning?**

### Class Teacher

Responsible for:

- Monitoring the progress of all children and planning and delivering additional help a child may need
- Informing the SENCO and parents as necessary
- Ensuring the school’s SEN policy is followed

### Special Educational Needs Coordinator (SENCO)

Responsible for:

- Developing and reviewing the school's SEND policy and updating the SEN report annually
- Co-ordinating all the support for children with SEN or disabilities (SEND) including outside agencies, staffing, resources, health care plans
- Ensuring that parents and carers are:
  - Involved in your child's learning
  - Kept informed about the support your child is getting and its impact
  - Involved in reviewing how your child is progressing and their next steps
- Liaising with outside agencies
- Providing specialist support for teachers and support staff with the aim of securing high quality teaching for children with SEN.

### Headteacher

Responsible for:

- The day to day management of all aspects of the school, including supporting children with SEND
- Giving responsibility to the SENCO and class teachers but is still responsible for ensuring your child's needs are met
- Ensuring the Governing Body is kept up to date about issues relating to SEND.

### SEND Governor

Responsible for:

- Ensuring that the necessary support is given to any child who attends the school who has SEND and that they are included in all areas of school life.

## **Identifying the Special Educational Needs of Pupils**

We place great importance on identifying special educational needs early so that we can help children as quickly as possible. Parents/carers, class teachers, support staff and the learner themselves will be the first to notice a difficulty with learning. At Cavendish Junior School we ensure that assessment of educational needs directly involves the learner, their parents/carers and of course their teacher. The SENCO will also support with the identification of barriers to learning.

For some learners who continue to make less than expected progress, despite evidence based support and interventions that are matched to the child's needs, we may want to seek advice from specialist teams such as Educational Psychology, Behaviour Support Services, CAMHS, School Health, Paediatricians, Speech and Language Therapists. You may be asked to give your permission for the school to refer your child to a specialist professional e.g Speech and Language Therapist. The specialist will then work with your child to understand your child's particular 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.

## **Our approach to teaching learners with SEN**

- We value high quality teaching for all learners and actively monitor teaching and learning in the school. We ensure that all pupils have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.
- We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.
- We have successful communication between teachers, children with SEN, parents of SEN children, teaching assistants and outside agencies. We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- All children are encouraged to take an 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 of the school.

## **What do we do to support learners with SEN at Cavendish Junior School?**

Each learner identified as having SEN, 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 barriers to learning identified. This support is described on a provision map, which describes the interventions and actions that we undertake at Cavendish Junior School to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they use.

Children making slower progress in one area may be given extra help or different lessons, including special catch up work. However, we do not assume that just because your child is making slower progress than expected or the teachers are providing different support that your child is SEN.

We also employ teaching assistants who deliver the interventions in the provision map as co-ordinated by our Headteacher. They also work with small groups or individual children under the direction of the teacher using specific resources and strategies to support your child individually.

Our teachers and teaching assistants will use various strategies to adapt access to the curriculum. This might include using:

- Visual timetables

- Writing frames
- I-pads, laptops or other alternative recording devices
- Positive behaviour rewards system

The code describes how help for children with SEN should be made with a step-by-step or 'graduated approach'. Where necessary, children will have an IEP (individual education plan) based on areas of need identified. Progress against these targets is reviewed regularly and future provision amended as necessary. The progress of children with GRIP funding, a Statement or EHC plan will be formally reviewed at an Annual Review where all the adults who work with children, along with parents/carers can celebrate success, set future targets and evaluate the provision.

Individual teachers and teaching assistants attend training run by outside agencies that is relevant to the needs of specific children in their class.

If your child is thought to have significant barriers to learning:

- 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 you to understand your child's particular needs better and be able to support them more effectively 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.
- Graduated Response for Individual Pupil funding (GRIP funding) can be accessed if your child continues to experience significant barriers to learning. This will provide school with additional funding to support your child and give access to specialist services such as SSEN (Support Service for Special Educational Needs). The Chesterfield SSEN team are based in the Cavendish Junior School building (although entirely separate to the school).
- Specified individual support – Education Care and Health Plans. This type of support is available for children whose learning needs are severe, complex and lifelong. This type of support is available for children with specific barriers to learning. Your child will also need support in school from a professional outside the school. This may be from:
  - Local Authority central services such as the Autism Outreach Team, Behaviour Support or Sensory Services (for children with a hearing or visual need).
  - Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they

will provide your child with an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible – GRIP funding may also be applied at this point.

- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **How do we find out if this support is effective?**

Monitoring progress is an integral part of teaching and leadership. If your child is identified as not making progress, the school will set up a meeting to discuss this with you to listen and record any concerns you may have, plan additional support that they may need and discuss any referrals to outside agencies to support their learning.

Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the ‘assess, plan, do, review’ model. A baseline will also be recorded, which can be used to compare the impact of the provision.

Progress data of all learners is collated by the whole school, and monitored by teachers, senior leaders and governors.

### **How is Cavendish 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. There is access to all areas of the school. Where there are steps to the main hall, a lift has been built. There is also a disabled toilet area and wide doors.

### **Preparing for the next step.**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Cavendish Junior School is committed to working in partnership with children and their families to ensure positive transitions occur.

Planning for transition is part of our provision for all learners with SEN. If your child is joining us in Year 3 from a local infant school:

- The SENCO or class teacher will visit the schools as appropriate and meet with the child and teachers. The child will then have an opportunity to visit the school on a

number of occasions, as necessary. These will include a silly sports afternoon, a teddy bears' picnic and sessions with the new teacher. At lunchtimes, play leaders run activities to support the children with social skills and ensure that everyone has someone to play with.

Moving classes within school will be discussed with you and your child at the review meeting.

Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Any necessary information about your child will be passed on through the school or to their next school.

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

- The class teacher and SENCO are available before or after school to discuss your child's progress, any concerns you have or to share information.
- All information from outside agencies will be shared with you.
- IEP targets will be shared with you.
- Homework will be set that meets your child's needs.
- If required, a home/school communication book can be set up.

### **Derbyshire's Local Offer**

Derbyshire's Local Offer includes leisure and activity providers, health and care services, education providers and support groups. We are aware of and support families in accessing the local offer: <http://www.derbyshiresendlocaloffer.org/>

### **Funding for SEN**

Cavendish Junior School receives funding directly to the school from the Local Authority. Different children will require different levels of support in order to help them progress. The headteacher will decide on the deployment of resources and staff for children with SEND in consultation with the SENCO and governors, on the basis of needs in the school and of children.

### **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 headteacher or SENCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school website. If you want to talk to someone who is independent and who knows about special educational needs, you can get advice from the local Derbyshire Information Advice Service.