

SEND Information Report

Stocksbridge Junior School

Approved by:	Amanda Woods	Date: October 2019
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Introduction

Our SEND information report aims to set out how our school will support and make provision for pupils with special educational needs (SEND).

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

Special Needs Coordinator (SENCO)

The person with the day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEND is the Special Needs Coordinator (SENCO).

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with staff, parents and other agencies.

The SENCO works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The SENCO plays an important role with the headteacher and governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of children with SEND.

The SENCO is Amanda Woods - a.woods@stocksbridge-jun.sheffield.sch.uk

This information report will be reviewed by Amanda Woods (SENCO) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Contact details for raising concerns

Amanda Woods (SENCO)

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with the child's teacher. This then may result in a referral to the school SENCO.

Parents may also contact the SENCO or Headteacher directly if they feel this is more appropriate.

SEND information report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

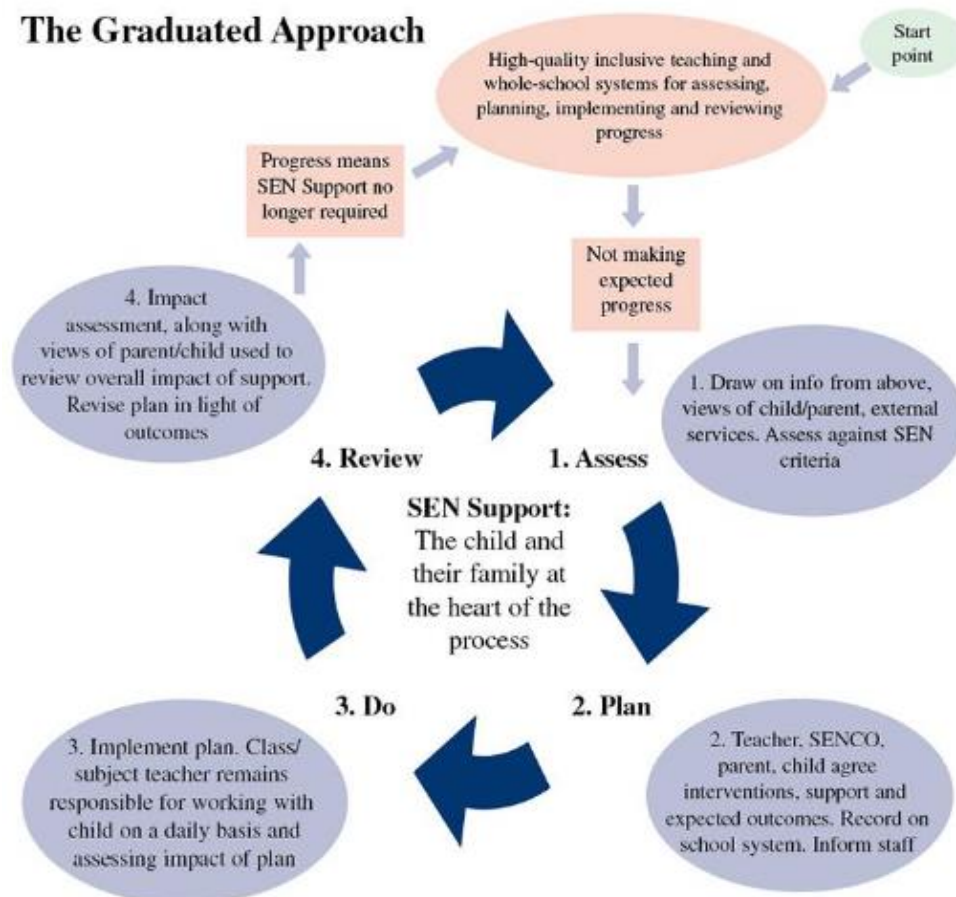
- Currently we provide for children with a diagnosis of Autism, Hearing impairment/, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Mental Health difficulties, Learning difficulties, Developmental Coordination Disorder, Emotional & Behavioural difficulties and Communication difficulties. We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.
- Provision also includes Thrive - tailored towards pupils with Social, Emotional and Mental Health needs and a Learning Support teacher – tailored towards assessing and providing guidance towards pupils cognitive and learning needs.

Identifying pupils with SEN and assessing their needs

High quality first teaching and additional interventions are defined through our continuous dialogue across school contributing to our provision management approach. Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents. Through this we are able to identify additional needs that a child may have and can seek out specialist assessments using both internal systems that are in place and the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Team etc as appropriate to the child. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to all teaching and learning. We make it a point to discuss aspirations with all our learners.

Underpinning all our provision in school is the graduated approach cycle of:

The Graduated Approach



All teachers are responsible for every child in their care, including those with special educational needs.

Concerns from parents are discussed and recorded and the child monitored further by the class teacher and SENCO following the graduated response approach. All parental concerns are acted upon.

The named SENCO at Stocksbridge Junior School is Mrs Amanda Woods. She can be contacted on 0114 2882221.

Evaluating the effectiveness of SEND provision

The effectiveness of the SEND provision is measured through regular pupil progress meetings and frequent consultation with parents. Reviews are held on a termly basis and these feed directly into provision mapping for future interventions and specific assessments for individual pupils. Annual reviews are also held for pupils with an EHC plan in place.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on questionnaires, observations, assessments, advice and assessments where needed from external agencies, monitoring of behaviour scores, views from the pupils and parents/carers.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Our approach to teaching pupils with SEND

The SENCO oversees, supports and facilitates the plans for education programmes which learners with SEND require, following a graduated response.

Children with specific requirements have their needs formalised in variety of plans which are met by the teacher, parents, support staff, SENCO and outside agencies. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated and personalised where appropriate for individual pupils.

We are flexible and aim to meet the needs of all learners making reasonable adjustments where required. This is completed in co-production with the child, parents / carer and supporting agencies.

We have several activities available to learners with SEND, in addition to those available through the curriculum, such as: social skills groups, physical development through the use of specialised Physical Education teachers, Speech and Language therapy, Thrive.

Adaptations to the curriculum and learning environment

We also provide the following adaptations to ensure all pupils' needs are met:

There is wheelchair access to most parts of the building but not all as we are a two storey building. Adaptations of space have been made to meet the needs of specific children whilst in our setting. We use visual aids such as visual timetables, coloured overlays, timetable strips and 5 point scales. We provide Dyslexia Friendly classrooms for all learners to ensure that we are providing an inclusive learning environment. We work to meet the recommendations from outside providers following assessment including purchasing equipment where we can. There is quiet space in all classrooms. We provide sensory spaces within classrooms where necessary. We have a specific designated quiet, safe building for children. Access is following discussion with the child, staff, parents/carers and sometimes professionals. Children can go to lunch early to eat whilst the hall space is quiet. Children eat in the environment that meets their needs – e.g. the classroom, The Bungalow or outside.

Additional support for learning

All staff have received training on: Behaviour management, Autism, Speech and Language communication skills, Dyslexia, Positive Handling, collaborative learning, P4C, First Aid, Attachment and Trauma.

We have 11 teaching assistants who are trained to deliver interventions such as Thrive, RWI, Precision Teaching, Speech and Language, Speech and Language complex needs, Nurture provision, Motor skills development, Bereavement and Loss and specific literacy and numeracy intervention support. Lego Therapy and Reciprocal Reading.

We have a designated Learning Support teacher who provides detailed assessments and advice and guidance on how to support pupil's needs.

We also work with the following agencies to provide support for pupils with SEND:

Autism Team

CAMHs

Educational Psychologist

Speech and Language

Hearing Impaired Department

We have a designated building where we deliver the Thrive approach to pupils with Social, Emotional and Mental Health Needs.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We encourage all our pupils to take part in extra-curricular activities such as:

French club, reading club, times tables club, choir, cooking club, film club, football, cricket, forest schools, gymnastics, cross country running, athletics, games club and religious and creative club.

We also provide a breakfast club and an after school club that includes access to our outdoor provision, baking and craft skills.

We do this by working closely with individual pupils, their teachers and parent/carers to ensure all the pupils' needs are met.

We encourage an environment of inclusion across the school by ensuring that all appropriate steps have been taken to prevent disabled pupils from being treated less favourably than other pupils.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Whole School Thrive Approach
- Sports Leaders at lunchtime
- Collaborative learning across the whole curriculum – fostering and building class relationships and team building skills
- Social group support is put in place for pupils who are in need of this extra support. For individuals with specific needs we follow advice from outside agencies to support those needs.
- We teach disability awareness through: P4C, citizenship and assembly activities.

- Where appropriate, following discussion with the child, staff and parents/carers, children are supported by an additional adult outside. We open our Cedar Lodge provision at lunchtime to offer a smaller, safer and structured place for those pupils with social interaction issues. Additional lunchtime staff are provided to manage this.
- We offer a safe place for the children to come into on entering school. We work with the child through small group PSHE activities to support them.

We have a strict anti-bullying policy. <https://docs.google.com/a/stocksbridge-jun.sheffield.sch.uk/viewer?a=v&pid=sites&srcid=c3RvY2tzYnJpZGdlLWp1bi5zaGVmZml1bGQuc2NoLnVrfHdlYnNpdGV8Z3g6Mzg2ZGNlNmVmMGQxMzE4OQ>

Expertise and training of staff

Our SENCO has 15 years experience in this role and has worked as a Learning Support teacher across the city. She works alongside Lead SENCOs in the locality, to develop and provide training to support the continued professional development of other SENCOs, and provide assessments and advice where needed within the Family of Schools.

We have a team of 11 teaching assistants, who are trained to deliver SEND provision.

We use specialist staff for Thrive.

Securing equipment and facilities

The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils.

Some specific resources come through the locality funding panel for pupils with SEND.

Consulting and involving parents/carers

We communicate with parents/carers about their child in a range of ways including: email, learning logs, parents' evenings, SEND reviews, phone calls, parent sessions, placing general information on our website, meetings and discussion. Our school has an 'open door' policy.

Parents are involved in reviewing progress and setting outcomes through termly meetings as part of the plan, do, review process.

We have offered training around autism, Family Thrive, parenting skills and supporting literacy and numeracy skills. We have also offered support around children's emotional well-being, including sleep workshops, anxiety and attachment.

Consulting and involving pupils

Children with SEND are encouraged to participate fully in the life of the school including the school council. The school council contributes ideas and suggestions for school improvement. The views of pupils with SEND can be expressed either directly through their voice or advocated by staff through observation and their knowledge of the child.

Pupils are able to contribute their view through School and Class Council. Where appropriate pupils are invited to attend review meetings. Children's views on their learning and success are sought to inform termly progress reviews. Pupils views are sought leading up to EHC planning requests being made. These views support the work of the Educational Psychologist.

We actively advise parents to work with SENDIAS. When this is the case we also work in conjunction with this support group, taking their advice.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Mrs Amanda Woods (SENCO), Mrs Samantha Gaymond (Headteacher) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Working with other agencies

Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. School has excellent links with a wide range of professionals including the Multi Agency Support Team (MAST) who offer a wide range of support to families. We involve other agencies in agreement with parents and in line with the graduated response.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils that have been offered a place at our setting will be invited to attend on a few occasions before joining the school.

For pupil with SEND the SENCO will endeavour to attend transitional reviews to gather as much information about the pupil as possible and will pass this information to all relevant school staff to help prepare for the pupil's needs.

If appropriate, school staff will meet with outside agencies that are involved with the pupil. Pupil's are prepared to move onto Secondary School, meetings with the relevant secondary school SENCOs are arranged and the children are discussed in detail. Children will also have the opportunity to attend additional transition sessions at their chosen school.

The local authority local offer

Our contribution to the local offer is:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=5mFl6pOfGnM>

Our local authority's local offer is published here [Sheffield Directory – Local Offer \(SEND\)](#)