



East Boldon Junior School

SEN Information Report September 2015

Special Educational Needs Co-ordinator- Mrs J. Martin

Head teacher – Mrs E. Johnson

Contact with the Headteacher or Senco is via the School Office, 0191 5362030.

Introduction

All South Tyneside Local Authority (LA) 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 (SEND) being met in a mainstream setting wherever possible. The broad areas of SEND needs are:

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

Here at East Boldon Junior School, we are a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their potential. It may not list every skill, resource and technique we use in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Children are identified as having SEN when their progress has slowed or stopped and the interventions; resources etc, put in place do not enable improvement. Once this occurs, we use specific need-based plans and pupil profiles which help to support their development and speed up progress. Children with SEN at East Boldon Junior School make good progress and achieve in line with other schools nationally. Other useful documents such as our SEN and Equal Opportunities Policy are available on the school website. If you would like further information then please do not hesitate to contact the school directly on 0191 5362030.

By law, the Local Authority has to publish the arrangements for SEN, and further details are available in the Local Authority Local Offer (www.southtyneside.info/sendlocaloffer). All schools receive funding in their budget to allow them to provide for pupils with SEN, and have the freedom to make the necessary

arrangements using existing staff; or look for advice and support from outside the school.

At East Boldon Junior School we accept that Parents and Carers need to feel confident that the school has systems in place which make it possible for us to offer appropriate provision to meet the needs of every child within our care. Parents will be listened to and their views respected. When children have additional needs and advice from outside agencies is needed, parents will want to be fully informed and involved; and need to trust the school to respond to any need as quickly as possible.

When a child is experiencing difficulties with their learning the class teacher would usually be the first point of contact and the person to ask if you have any questions about your child's difficulties.

The class teacher is 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 Educational Needs/Disabilities Co-ordinator (SENCO) know as necessary
- Writing Individual Education Plans (IEP's) for children identified as having an additional need and sharing and reviewing these with parents biannually.
- Ensuring that the school's policy is followed in their classroom and for all the pupils they teach with any SEND.

Supporting your child may involve the school Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for:

- Developing and reviewing the SEN Policy for the school.
- Co-ordinating all the support in school for children with Special Educational Needs or Disabilities (SEND)
- Liaising with all external agencies who come into school to help support your child's learning, e.g Speech and Language, Occupational Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all 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 support children with additional needs in the best possible way.
- Ensuring parents are involved in supporting their child's learning and kept informed about the support their child is getting and reviewing how they are doing.
- Monitors and evaluates the SEN provision and reports to the Governing Body

The Head Teacher has the overall responsibility for co-ordinating Special Educational Needs/Disabilities.

- Ensuring that all those who teach a pupil with an Education health care Plan or IEP are aware of the nature of the document
- The Head Teacher must ensure that the Governing Body is kept up-to-date about issues relating to SEND.

When a child has SEN and/or a disability, the school and its Governing body are required to fulfil the following duties. (Children and Families Bill 2013):

Schools and Governors must ensure:

- The necessary provision is put in place for any pupil who has SEN.
- That when the Head or a nominated Governor has been told by the Local Authority that a pupil has SEN, those needs are made known to everyone who is likely to teach or support that pupil.
- Teachers are aware of the importance of identifying and providing for any pupils who have SEN.
- That a pupil with SEN and/or a disability joins in the activities of the school together with other pupils, so far as is reasonably practical and, at the same time, allows the pupil to receive the special educational provision that the learning needs call for and there is efficient use of resources.
- They report to parents on how the school's policy for pupils with SEN operates.
- That when the school feel that there is a need for additional training for staff, attempts will be made to put this in place.
- The school will follow the guidance in the Code of Practice when carrying out its duties towards pupils with SEN.
- The school will make sure that parents are informed of a decision by the school that SEN provision is being made for their child and, where appropriate, the pupil is involved in discussions about what is being put in place.

Schools must ensure that:

- Pupils with SEN may need additional support as they move between phases. This may require additional visits or support from staff with this.
- They identify pupils who have SEN and make sure that they are provided for in line with the Code of Practice.
- They appoint a SENCO who is a qualified teacher.
- They invest in whole school training and targeted training for staff when necessary and appropriate to the learning needs of the children within their care.
- Inclusive teaching and support is genuinely embedded in the school and that all teachers understand that they are all "Teachers of SEN".
- They provide information on school arrangements for SEN to parents and governors.
- They consider what may be needed for future pupils with a disability.

Governors must ensure that they:

- Appoint an SEN Governor who will oversee the arrangements for SEN in the school. The Governor with responsibility for SEN is Mrs M. Skevington.
- Know how many pupils in the school have SEN.
- Know how much money the school gets for SEN and make sure that budget arrangements are in place to let the school fulfil their duties to provide for the pupils who have SEN.
- Review and approve the SEN Policy.

- Monitor the expenditure on SEN.
- Monitor the progress of pupils with SEN and make sure the provisions written in Education Health and Care Plans are made.
- Make sure that SEN provision is part of School Improvement Plan.
- Publish on the school website the SEN Policy and a description of the arrangements and specialist provisions made in school for pupils with SEN.
- Detail their arrangements for dealing with complaints from parents of children with SEN concerning the provision made at the school.

Children with additional needs will require different types of support according to their difficulties. Most support will come from within school and will be from their class teacher working alongside support staff.

We believe in early identification so that the right kind of support and resources can be targeted. Occasionally this may mean extra support from the Special Needs Support Assistant (Mrs C. McLean, Higher Level Teaching Assistant,) a classroom-based teaching assistant or joining a small group to access a particular intervention programme (e.g. Springboard maths, Additional Literacy Support). On some occasions further assessment may be needed from an outside professional (e.g. Speech & language, Educational Psychologist.)

The first stage is “initial concerns” – where either the parent or teacher identifies there may be some difficulty or gap in understanding. There is closer monitoring of the child’s progress. If the child continues to cause concern they would be given SEN Support and an IEP (Individual Education Plan) would be agreed with the parent. The targets on this IEP would be reviewed biannually by the class teacher and SENCO. We would want to work closely alongside parents to do the best for the children in our care. In some cases the school would seek an assessment of a child’s needs by more specialist Professionals and a child may be given, from September 2014 an Education and Health Care Plan. (Single Plan). Children who currently have Statements of SEN will transfer to the EHP in line with Local Authority timelines. Where a child has an IEP or EHCP the teacher will discuss the key targets with the child so they are aware of their learning goals.

Assessing the progress of pupils with special educational needs

All pupils are assessed throughout their daily work and occasionally through more formal written tests. Children with SEN will be supported during assessment and additional tests may be used to gain further understanding of their difficulties. Progress is tracked at least every half term and attainment recorded. This is analysed by the class teacher and SENCO and is available to the DHT/Assessment Co-ordinator and

Head Teacher. Where there is little or no progress steps are taken to provide further support, sometimes with input from the Educational Psychology Service.

How we evaluate effectiveness of provision

Provision for Special Educational Needs is under constant review. Policies are updated at least annually and take current legislation into account. The experienced SENCO attends training courses and network meetings throughout the year. Termly meetings to discuss progress and concerns regarding children take place with class teachers and the Educational Psychologist, and IEPs are prepared bi-annually.

End of key stage test results show that children with SEN make at least good progress. Children with SEN at East Boldon Junior School perform better than the LEA average. The gap between children with SEN and Non SEN children is smaller in Eat Boldon Junior School than the LEA average.

Findings from school self-evaluation and monitoring, and the report of the Link Governor for SEN are reported to the Governing Body.

The progress of disadvantaged and children with special educational needs is a focus of the School Improvement Partner termly visit.

Summary of Provision made by East Boldon Junior School

Group	Entitlement
1. All children and young people	<ul style="list-style-type: none"> • Trained SENCO with QTS who has a direct link to the Senior Management Team. • SEN Policy, with provision and practice in place. • Accessibility Plan in line with Equality Act 2010. • Information on Inclusion and SEN provided to <u>all</u> parents/carers. • SEN Governor. • SEN Development Plan. • Inclusive ethos and curriculum. • Range of teaching strategies and learning opportunities. • Range of ICT equipment. • Target setting, tracking process and being involved in their new targets.
2. Children and young people with additional needs (SEN.) (Previously School Action and School Action Plus.)	<p>As above, plus:</p> <ul style="list-style-type: none"> • Assessment of: learning environment; grouping of children/young people; teaching styles; curriculum materials; individual children's/young people's physical, sensory, and cognitive barriers; children's/young people's social and emotional needs and other relevant circumstances. • Additional and different provision such as individualised or small group planning. • Increased use of ICT resources. • Staff collaboration with specialists within the school and with outside agencies. • More detailed planning incorporating specialist information. • Increased classroom and small group support. • Environmental adaptations if necessary.

<p>3. Statutory provision as specified in a Statement of SEN or an Education Health and Care Plan (EHCP.)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Detailed planning and tracking. • Individualised programmes in several areas of the curriculum. • Arranging the provision specified in Part 3 of a Statement of SEN or EHC Plan. • Arranging the annual review of a Statement of SEN or EHC Plan and submitting recommendations to the LA.
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School entitlement offer to pupils with additional needs

<p style="text-align: center;">Type of SEN for which provision is made at the school</p>	<p style="text-align: center;">Type of support</p>
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs 	<ul style="list-style-type: none"> • Use of child friendly plans involving pupils, parents and staff in the formulation, review and implementation of these documents. The process of planning, assessment and review is followed. • Differentiated curriculum and resources • Visual timetables • Areas of low distraction • Where appropriate support/supervision at unstructured times of the day. • Social skills support including strategies to enhance self-esteem. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. • ICT used to reduce barriers to learning where possible. • Strategies/programmes to support speech and language development. • Strategies to reduce anxiety/promote emotional wellbeing. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • School-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Fully qualified/trained SENCO who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.

<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> Moderate Learning Difficulties 	<ul style="list-style-type: none"> Use of child friendly plans involving pupils, parents and staff in the formulation, review and implementation of these documents. The process of planning, assessment and review is followed. Differentiated curriculum and resources, where appropriate. Strategies to promote/develop literacy and numeracy. Provision to support access to the curriculum and to develop independent learning. Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. ICT is used to reduce barriers to learning where possible. Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. Teaching resources are routinely evaluated to ensure they are accessible to all pupils. School-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. Fully qualified/trained SENCO who can provide advice and guidance to staff. All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. Behaviour and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon pupils' with SEN. Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. Rapid Phonics – synthetic phonics catch-up programme for children who struggle with reading and who need extra support in phonics.
<p>Social, Mental and Emotional Health:</p> <p>e.g.</p> <ul style="list-style-type: none"> Behavioural needs Social need Emotional Health and Wellbeing 	<ul style="list-style-type: none"> The school ethos values all pupils. Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices. The schools behaviour policy identifies where reasonable adjustments/changes can be made to ensure the need for exclusion is kept to a minimum. Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. The school aims to provide effective pastoral care for all pupils. Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience.

	<ul style="list-style-type: none"> • Outdoor learning is used where appropriate to offer a different approach to the curriculum, which supports children with social, emotional and behavioural needs. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Sensory and/or Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed. • ICT is used to increase access to the curriculum. • Provision to support access to the curriculum and to develop independent learning. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs. • Access to Medical Interventions. • Access to strategies/programmes to support Occupational Therapy/Physiotherapy. • Support with personal care if and when needed to be discussed with the school, so provision can be made. • Staff receive appropriate training when necessary to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the Support for Pupils with Medical Needs Policy. • The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • All entrances to the school have ramps fitted to allow wheelchair access. • The school has a disabled toilet.

Public Examinations (SATs) and Teacher Assessment

School follows the procedures for accessing public examinations as set out in DfE guidance. If a child needs a scribe for the test this would become normal classroom practise with the same adult so that the child was comfortable with the procedure. Sometimes a child may complete the test in a quiet room but again this would be standard procedure. Decisions about the additional support will be discussed with teachers during Pupil Progress meetings and with parents during review or parents evening meetings. Children in year groups other than year 6 will be supported by teaching assessments to enable them to show their capability in more formal testing situations.

Extra Curricular Activities and Out-of-School Visits

A range of extra-curricular activities take place at lunchtimes and after school. All pupils can apply for places on these activities but sometimes numbers are limited. Y6 pupils attend a residential week at Dukeshouse Wood, Hexham. Staff at the centre are trained to include all pupils and will adapt activities to meet the needs of the children. Support towards payment can be offered to those children who access Pupil Premium Funding. Educational visits are an important part of our Curriculum and give the pupils valuable real life experiences to support their learning . No child will be excluded from a visit because of their additional needs. Alternative means of transport may be used where children are unable to travel by coach or on public transport. Risk assessments are completed to ensure that access arrangements are suitable.

Transition between Schools and Phases of Education

When children transfer into East Boldon Junior School at the beginning of KS2, or into secondary education at KS3 we meet with key staff from their current or new schools to share information. For children with SEN, further meetings are held between the schools and the child's parents so that a full picture of present and future needs can be built up.

All children visit their new schools at several times throughout the year but extra visits are arranged for SEN children so that they can become familiar with the staff, the building and the school routines before they start. We have found that this enables a smooth transition between phases.

Any child transferring into/out of East Boldon Junior School during KS2 is invited to visit the school with their parents and information is transferred between schools.

Staff training

Training of staff is carried out mainly by LA representatives and Educational Psychologist support.

Specialist training is also accessed from outside providers when there is a particular need. Staff are also encouraged to update their own CPD by attending relevant training.

Recent whole staff training has included:

- Attachment training
- Big Red Bus
- Child Protection Level 2
- Team Teach
- Strategies to support dyslexia and dyspraxia
- Developing Emotional Health and Well Being

- Support for Autistic pupils
- Support for pupils with dyscalculia
- Grief and Bereavement support for children

Primary SENCo Network meetings are attended by Mrs Martin.

School seeks advice from a range of other specialists and specialist teachers as required e.g., support from Fellgate staff for children with ASD, support from Hebburn Lakes Alternative Education Service, support from specialist Teacher from Educational Psychology team for children with specific difficulties, Services for Young People, Emotional Resilience Team.

The school nurse gives specific training for medical needs annually and whenever concerns arise during the year. September 2015 all staff received training for diabetes, epilepsy and the use of epipens for allergies and asthma control.

Five members of staff have completed Paediatric First Aid training and two members of staff have completed First Aid at Work training (summer term 2015)

External agencies who may work with Children with Special Educational Needs (SEN) at East Boldon Junior School

Educational Psychologist (EP)

We buy into the service of our Educational Psychologist, Maria Wilson. Termly meetings decide the support and assessments required. Parental permission is required for input from our Educational Psychologist. The Educational Psychologist's work and support to the school involves:

- Assessment and monitoring of individual children
- Support to families of children with SEN
- Advice, support and training to the SENCo and the staff

School Nurse

The school nurse plays a vital part in checking the children's health at various stages and is available for support with medical conditions. She is able to offer support and advice to parents, pupils and staff.

Jaqui Cawson & Ruth Marsh 0191 2832965

Early Help Advice Team

The Early Help assessment process (previously known as the Common Assessment Framework or CAF) is to be used to assess the needs of children and their families who require support at a low and targeted level, to plan who will support that child and family and to review the effectiveness of that plan.

Telephone: 0191 4246214

Services for Young People

Youth Support Lead – Catherine Ridge 0191 4246311

Service is for school attendance, early help and intervention, careers education, information and guidance, participation and outdoor education, safe guarding and early help training.

Examples of other agencies who may be involved in the support of a child with SEN include:

- Occupational Therapy
- Speech and Language Therapy
- CAMHS
- CYPS
- The Place (Looked After Children)
- Emotional Resilience Team

If you have any concerns about your child's SEN, progress or provision we would urge you to come into school and discuss matters further with your child's class teacher or the school SENCO. Although school complaints procedures are in place (***See Complaints Policy on web page online***) we would always hope to resolve any issues or concerns informally by working in partnership with parents.

The Governor with responsibility for Special Educational Needs is Mrs M Skevington.

Note

Parents can contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

Phone - 0191 4246345

Email - parentpartnership@southtyneside.gov.uk

The Code of Practice is available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This School Information report will be reviewed at least annually.

Next Review: September 2015

Signed E. Johnson Head Teacher J. Martin SENCO