



Whitchurch CE Junior School Special Educational Needs Report 2014

Under new legislation, The Children and Families Act 2014, local authorities and schools are required to provide information on the provision for children and young people with special educational needs so that parents, children and young people are clear on what is available for them. This document sets out a clear pathway of how Whitchurch CE Junior School approaches the identification of special educational needs and disabilities (SEND) and the provision that the school makes for children.

Introduction

At Whitchurch CE Junior School we are an inclusive school which encourages all pupils to achieve their potential and make the best possible progress regardless of their specific needs. We do this through targeted support and a wide range of provision. When monitored by the Local Authority our school was graded as outstanding and as a result we have been awarded the Gold Quality Mark in recognition of our school's provision, practise, progress and outcomes for pupils with identified special educational needs.

Below is a list of questions to support parents, carers and young people with information regarding SEND at Whitchurch Junior School. If your question is not answered here, please contact the school office on 01948 662255 to speak to Mrs. V. Birch the school SENCo who will happily answer any further questions you may have.

You can also find information on Shropshire Local Authority's Local Offer on their website: [https://www.shropshire.gov.uk/special-education-needs-and-disability-\(send\)/](https://www.shropshire.gov.uk/special-education-needs-and-disability-(send)/) or telephone them at 01743 254366.

Parent/carers and young people can also access support from an external agency called the Information Advice Support Service (formally known as Parent Partnership) in any matters related to special educational needs and disability. Their contact telephone number is 01952 457176 and their website is: <http://www.parentpartnership-shropshireandtelford.org.uk/>

This document is a first draft in providing relevant information to parent/carers and young people with special educational needs and disabilities. Your views regarding the information in this report would be valuable in updating and ensuring the information is useful and in a format that is easily accessible. Please contact **Mrs. V. Birch**, the school SENCO with any feedback you may have at the school office on 01948 662255.

Frequently asked questions

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What types of Special Educational Needs are provided for at Whitchurch Junior School?

There are four types of Special Educational Needs and Disabilities (SEND), as stipulated in the SEND Code of Practice: 0-25 years, 2014.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a child has been identified as having a special educational need and/or disability, then their needs may fit into one or more of these categories.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all children.

At Whitchurch Junior School, we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND in a variety of ways, including the following:

- Liaison with Whitchurch Infant school/previous school
- The child performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by class teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a child is identified as having SEND then their name will be added to the SEND Support register, but we recognise that children's needs may change over time and provision must reflect this. The aim of any additional provision is for the child to achieve age expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

Class teacher

Role and responsibilities:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need, this could be things like targeted work, giving additional support or delivery of specific catch up programmes and discussing amendments with the Assistant Head for Inclusion (SENCO) as necessary.
- Writing Individual Education Plans/Learning Targets (IEP), and discussing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

The Assistant Head for Inclusion (SENCO – Special Educational Needs Coordinator)

Mrs V. Birch

Responsible for:

- Coordinating all of the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Monitoring the support your child is receiving.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Involved in reviewing how they are doing
 - Involved in planning their next steps for learning
- Liaising with all of the people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Learning Support Advisory Teacher etc as necessary.
- Updating the school's SEND register (a system for ensuring all of the SEND needs of pupils in the school are known) and making sure that there are excellent records of your child's progress and needs.
- Monitoring and providing specialist support for teachers and support staff in the school as necessary so they can help children with SEND in the school achieve the best progress possible.

The Head Teacher

Ms. D. West

Responsible for:

- The day to day management of all aspects of the school, this included the support for children with SEND.
- The Head Teacher will give responsibility to the Assistant Head for Inclusion and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in the school related to SEND.

SEN Governor

Mrs. V. Lillie

Responsible for:

- Ensuring the school has an up to date SEND Policy.
- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Making visits to understand and review the support given to children with SEND in the school and being part of the process to ensure your child achieves their potential in school.
- Report to the rest of the Governing Body on the success of SEND provision within the school.

What are the different types of support available for children with SEND in Whitchurch CE Junior School?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do or understand.
- Different ways of teaching are in place so that your child is fully involved in learning in the classroom. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the Assistant Head for Inclusion (SENCO) or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a barrier to their understanding/learning and needs some extra support to help them to make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children.

This group, often called catch up programmes or intervention groups by school, may be:

- Run in the classroom or outside.

- Run by a teacher or teaching assistant who has been trained to run these groups.

For your child this would mean:

- Your child will engage in planned and reviewed group sessions with specific targets to help them to make more progress.

This type of support is available for any child who has barriers or gaps in their learning and understanding.

Specialist groups or one to one work run by specialist teaching assistants or outside professionals e.g. Speech and Language therapy, Occupational therapy, ASD Outreach Team, Learning Support Advisory Teacher etc.

For your child this would mean:

- Your child will have been identified by the class teacher/Assistant Head for Inclusion or you will have raised worries, as needing more specialist input in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You would be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspect of teaching to support them better.
 - Support to set better targets which will include their specific expertise.
 - A group run by a specialist teaching assistant in school under the guidance of the outside professional e.g. Cool Kids, speech and language therapy, social skills group.
 - A group or individual work with an outside professional.

The school may suggest that your child needs some individual support in the classroom. They will tell you how the support will be used and what strategies will be put in to place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention.

Specified individual support

This is usually provided via a statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/Assistant Head for Inclusion as needing a particular high level of individual or small group teaching.

Usually your child will also need specialist support in school from an outside professional.

For your child this would mean:

- The school (or you) can request that the Local Authority 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.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. 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. If they do not think your child needs this they will ask the school to continue with the current support already being provided in school.
- After the reports have been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Action Plus 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.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support will be used and what strategies will be put into 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.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Needs more than 20 hours of support in school.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head teacher.
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have too.
 - Plan any additional support your child may receive.
 - Discuss with you any referrals to outside professionals to support your child's learning.
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How is extra support allocated to children and how do they move between the different levels of special educational need?

- The school budget received from Shropshire Local Authority includes money to support children with special educational needs.
 - The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
 - The Head Teacher and the Assistant Head Teacher for Inclusion discuss all of the information they have about SEND in the school, including:
 - The children already receiving extra support
 - The children who have been identified as needing extra support
 - The children who have been identified as not making as much progress as would be expected
- And decide what resources/training is needed.
- All resources/training and support are reviewed regularly and changed made as needed.

Who are the other people providing services to children with an SEN in this school?

Directly funded by the school:

- Two Learning Mentors for pastoral care
- Learning Mentor for speech and language development
- Learning Mentor for behaviour
- Family Liaison Officer
- HLTA for targeted intervention
- Autism Outreach Service
- Educational Psychologist Service
- Woodlands Behaviour Outreach Service
- Severndale Outreach Service
- Learning Support Advisory Service (Assessment, advice and resources for children with literacy or numeracy difficulties including dyslexia)

Externally provided and paid for by the Local Authority/Health Service

- Sensory Service for children with visual or hearing needs
 - Speech and Language Therapy
 - Occupational Health Therapy
 - School Nurse
 - Physiotherapy
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How are teachers in school helped to work with children with a SEND and what training do they have?

- The role of the Assistant Head Teacher for Inclusion includes providing support for class teachers in planning for children with SEND.
- The school has a training plan for all staff to enhance the teaching and learning for all children including those with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child 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.
- Specially trained support staff can adapt the teachers 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.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by their class teacher.
- Your child's progress is reviewed formally every term and a National Curriculum level is given in reading, writing and numeracy.
- If your child is not yet working at a level measured by National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called P levels.
- At the end of Key stage 2 (year 6) all children are required to be formally assessed using Standard Assessment tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children at School Action Plus and those in receipt of a statement/EHC Plan will have an IEP which will be reviewed, with your involvement, every term and the plan for the next term made.
- The progress of children with a statement/EHC Plan is also formally reviewed annually at an Annual Review with all adults involved with the child's education.
- The Assistant Head Teacher for Inclusion will also check that your child is making good progress within any individual work and in any group they take part in.

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

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Assistant Head Teacher for Inclusion is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, with the professional involved directly, or where this is not possible, in a report.
- IEP's will be reviewed with your involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- The family liaison officer, **Mrs. M. Hughes** is available to discuss any concerns you may have and provide advice and guidance in accessing any further support for your family.

How is Whitchurch Junior School accessible to children with SEND?

- The building is accessible to children with physical disabilities via ramps and the first floor is accessible via a lift.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision and extra-curricular activities are accessible to all children including those with SEND.

How will we support your child when they are joining or leaving this school? Or moving to another class?

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is joining us or moving classes:
 - Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All IEP's will be shared with the new teacher.
 - If your child would be helped by a book to support them to understand moving on then it will be made with them.
 - When moving to our school from the infants' school, additional visits will be arranged for those children with SEND.
 - The Assistant Head Teacher will attend the Parents Open Morning for new parents of children joining the school in year 3 to discuss the specific needs of your child or any concerns you may have.
- If your child is moving to another school:
 - We will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child.
 - We will ensure that all records about your child are passed on as soon as possible.
- In year 6:

- The Assistant Head Teacher for Inclusion will meet to discuss the specific needs of your child with the SENCO/Head of Transition of their secondary school.
- If your child has a statement of EHC Plan the SENCO of your child's secondary school will be invited to attend the Annual Review prior to them transferring in order to plan a clear transition pathway for them.
- Your child will do focussed learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases the staff of the new school will visit your child in this school.

How will we support your child's social and emotional development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways such as behavioural difficulties, low self-esteem and anxiousness.

All classes at Whitchurch Junior School follow a structured PSHE (Personal, Social, Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer;

- Pastoral and behavioural learning mentor support
- Friendship nurture groups led by a learning mentor
- Specific interventions, such as ELSA and Lego Therapy
- Lunchtime and break time support through planned activities led by play leaders

If your child still needs extra support, the class teacher, parent liaison officer, learning mentor and SENCO will work with you to access further support through the EHAF (Early Help Assessment Form) process.

How will the effectiveness of the special educational needs provision be reviewed and evaluated?

- The Head Teacher, SENCo and/or other member of the SLT hold termly Learning walks/observations to review effectiveness of provision
- The SENCo produces a termly then annual summary report with regards to progress for children with SEN.
- Parents' and Pupils' views are sought verbally and through surveys.
- We hold multi-agency meetings as required.
- Progress is reviewed termly with pupils, parents and relevant staff through, for example, parent consultation meetings and pupil progress meetings.

What activities are available for children and young people with special educational needs in addition to the curriculum?

At Whitchurch Junior School we offer a wide range of extra-curricular activities from sports clubs to arts and crafts to cookery. These are offered and accessible to all children but in some cases, due to numbers, selected children are invited to attend. Suitable arrangements are made to enable all children to access extra-curricular activities such as additional 1:1 support and specialist equipment.

What can I do if I have a complaint related to the provision of special educational needs and disability for my child?

In the first instance you can talk to your child's class teacher, the SENCO or Head Teacher. If you feel your grievance has not been addressed you can request the contact details of the Chair of Governors and put your complaint in writing in the form of a letter and the school policy stipulating the complaint procedure will be followed. You can also request independent disagreement resolution and the school will make this information available to you. You can also find more information on Shropshire Local Authority's website: [http://www.shropshire.gov.uk/special-education-needs-and-disability-\(send\)/education,-health-and-care-plans-\(ehcps\)/disagreement-resolution-and-mediation/](http://www.shropshire.gov.uk/special-education-needs-and-disability-(send)/education,-health-and-care-plans-(ehcps)/disagreement-resolution-and-mediation/)