

## **Burbage Junior School**

### **SEN Information 2016**

#### *Using the Leicestershire's Local Offer template for schools and colleges*

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (December 2015.)

#### **What is SEND?**

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, if they have significantly greater difficulty in learning than the majority of children of the same age or 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. (SEND Code of Practice 0-25 September 2015).

#### **Describe the areas of support and experience you currently offer to meet needs of children and young people with SEND**

Burbage Juniors is a mainstream setting meeting the needs of children in the four main areas of SEND:

- Communication and Interaction – including children with speech, language and communication difficulties and those with Autistic Spectrum Disorder.
- Cognition and Learning – including children with moderate, severe, profound or specific learning difficulties.
- Social, Emotional and Mental Health – including children who may have difficulties managing their relationships with others or behave in a way which hinders their own and others' learning and/or has an impact on their health and wellbeing.
- Sensory / Physical Needs – includes children with sensory, multi-sensory and physical difficulties such as visual or hearing impairment or a physical need which requires additional ongoing support and equipment.

Some children and young people may have special educational needs which lie within more than one of these areas.

At Burbage Junior School we are committed to meeting the new SEND Code of Practice (2015) which states that every teacher is a teacher of children with special educational needs

- We strive to provide the highest possible standard of education for all children through quality teaching, differentiated in various ways in order to meet the needs of all children.
- We aim to support children in achieving their full potential and enable them to become confident individuals.
- All staff have high expectations for all children regardless of their needs.

- Some children may receive specialist input from a range of specialist external agencies such as the Autism Outreach Team or the Speech and Language Therapy service.
- When appropriate children may be individually supported by additional adults in class, work in small groups supported by adults or have access to 1>1 or small group specialist teaching support.

### **What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?**

Often, a child's special educational needs are identified at an early age, before he or she enters our school. For others, difficulties may become apparent as they develop. The identification of SEN is built into the overall monitoring of progress and development of all pupils. Class teachers assess each child's current skills and levels of attainment on entry to Burbage Junior School, building on information from infant schools or other previous schools. Throughout the academic year the progress of all children is monitored and regularly assessed.

We recognise that all children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning and we recognise that these difficulties may be long or short term.

### **How will you evaluate the effectiveness of your provisions for these pupils?**

When a child is identified as having a special educational need, four actions are put into place. This is known as the 'Graduated Response':

-Assess –Plan – Do – Review –

Staff assess, plan and put into place strategies and support which enable the child to access the curriculum and make progress. Strategies and support are regularly reviewed by the class teacher with guidance from the SENDCo, the Head Teacher and the SEND governor who support and monitor SEND provision within the school.

Class teachers will meet with the parents of children with special educational needs each term in order to review progress and work together to establish new targets.

The SENDCo meets individual members of staff each term to discuss and monitor the progress of children with SEND.

Parents are encouraged to maintain a dialogue with the school which may be achieved through: appoints with classroom teacher, parents'/carers' meetings, pupil passports, home-school link books, Termly Attitude to Learning reports, progress reports containing yearly attainment.

### **What arrangements do you have for assessing and reviewing the progress of these pupils?**

Class teachers will meet with the parents of children with special educational needs each term in order to review progress and work together to establish new targets.

The SENDCo meets individual members of staff termly to discuss and monitor the progress of children with SEND.

Parents are encouraged to maintain a dialogue with the school which may be achieved through: appoints with classroom teacher, parents'/carers' meetings, pupil passports, home-school link books, termly attitude to learning reports, progress reports containing yearly attainment.

### **What is your approach to teaching these pupils?**

- We believe that every teacher is a teacher of children with special educational needs
- We strive to provide the highest possible standard of education for all children through quality teaching, differentiated in various ways in order to meet the needs of all children.
- We aim to support children in achieving their full potential and enable them to become confident individuals.
- All staff have high expectations for all children regardless of their needs.
- Some children may receive specialist input from a range of specialist external agencies such as the Autism Outreach Team or the Speech and Language Therapy service.
- When appropriate children may be individually supported by additional adults in class, work in small groups supported by adults or have access to 1>1 or small group specialist teaching support.

### **How will you adapt the curriculum and learning environment for these pupils?**

Class teachers are responsible for planning and assessing the progress of all children in their class. Planning takes into account the needs of all children and is differentiated to allow access to the curriculum. Most children's needs are met within the classroom through good quality teaching. However, specific SEND resources may be required in some cases. Class teachers liaise closely with the SENDCo, who oversees the support of all children with SEND.

### **How will you provide additional support to aid the learning of these pupils?**

Children may receive additional support through:

- Additional adult support in the classroom;
- Lessons or input from specialist support teachers;
- one to one teaching support;
- individualised academic provision;
- Small group work;
- Liaison with and input from external agencies;
- Physical changes to classroom, school and grounds as required.

### **What activities are available for these pupils, in addition to those available in accordance with the curriculum?**

All children are included in all areas of the school curriculum and on school trips where possible. Children also have the opportunity to take part in various activities which enhance their academic and pastoral development such as:

- Communication groups;

- Emotional literacy support (ELSA);
- Indoor Knurling;
- dance clubs;
- A variety of sports clubs;
- Choir;
- Musical instrument lessons.

### **What support is available for improving the emotional and social development of these pupils?**

Burbage Junior School has an inclusive ethos and values each child as an individual. All children have the opportunity to stand for School Council and Eco representatives, roles in which they can play a particularly active role in school life. The school's behaviour policy develops the social skills of children and teaches them to make appropriate choices about their own behaviour. Some children may be included in communication groups where they can develop social interaction skills. Some have the targeted support of an additional adult in class in order to reduce anxiety and increase self-confidence. At times, the school seeks advice from specialist services to further support children's needs. Specialist services include, amongst others, the school nurse, the specialist teaching service and the educational psychology service.

### **Special Educational Needs/ Disabilities Contact details**

SEND Co-ordinator: Miss Hannah Smith

Telephone: 01455 630 970

E-Mail Address: office@burbage-jun.leics.sch.uk

### **Please describe how you would support a parent/carer with a concern or a young person who was worried about their learning**

If at any point you are concerned about your child the first point of contact is his or her class teacher. Miss Smith (SENDCo) and Mr Bates (Head teacher /SENDCo) can be contacted through the school office on 01455 630970. The SEN Governor is Mr Chris Doran.

### **What expertise and training do staff have in relation to these pupils and how is this specialist expertise secured?**

All teachers at Burbage Junior School have Qualified Teacher Status and a wealth of knowledge and experience. Courses to further develop skills and understanding are taken by teaching assistants as well as teachers. The school has contact with specialist agencies such as the Educational Psychology Service and the Autism Outreach Team which can provide specialist advice to staff.

### **How will equipment and facilities, to support these pupils, be secured?**

The school is single-storied. The main building and the modular building are wheelchair accessible. Adaptations to aid access include: a disabled parking bay, accessibility ramps, disabled toilets in the main and modular buildings, a hoist and pulley in the swimming pool and hand and grab rails around

the school building. There is a permanent ramp which allows access from the 'top' to the 'bottom' playground. We work with the local authority to secure specialist equipment where required, taking advice from specialists such as occupational therapists and physiotherapists.

### **What are the arrangements for consulting parents / carers of these pupils about, and involving them in the education of their child?**

We ensure that there is on-going partnership with parents and carers by:

- 'Parents'/Carers' evenings' in the autumn and spring terms;
- All staff available by appointment throughout the academic year;
- Termly attitude to learning and progress reports;
- A formal end-of-year report during the summer term;
- a 'Welcome Evening' for incoming Year 3 parents during the term prior to their child' entry;
- An 'Open Evening' for new Year 3 parents is held soon after the Autumn term starts;
- Homework diaries which can be used for daily communication between home and school.

### **What are the arrangements for consulting young people with special educational needs about, and involving them in their education?**

Teachers regularly talk with individual children to assess how they are progressing. Children are encouraged to share their views and opinions in order to set appropriate and achievable targets. The development of Pupil Passports enable children to express an opinion and play a part in setting these targets as well as identifying what is important to them. If a child has an EHC plan or a Statement of Special Educational Needs the views of the parents or carers and child are also formally sought at the annual review meeting, a meeting which involves parents or carers, the class teacher, SENDCo, Head teacher and relevant agencies.

### **What arrangements are made by the governing body or the proprietor, relating to the treatment of complaints, from parents and carers of these pupils, concerning the provision made at your school / college?**

If at any point there are concerns parents should initially contact the class teacher. If this does not resolve the situation they should then approach the SENDCo or Head teacher. Details of the established complaints procedure are on the school's website.

### **How the governing body involves other bodies (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families?**

The school's Governing Body has a duty to ensure that the school adheres to the SEND Code of Practice under The Children and Families Act 2014. It uses available resources to ensure the best possible provision for children with special educational needs, including access to the most appropriate services where necessary. The SEN Governor has a responsibility to assist and advise the

governing body on fulfilling its special educational responsibilities, ensuring children with Special Educational Needs are included in activities with other children, so far as this is reasonably practical and compatible with good education for all, and ensuring that the budget takes account of staffing, training and resourcing requirements for individual children as well as monitoring the implementation and effectiveness of the school's policy.

### **Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)**

Parents or carers should first contact the class teacher to discuss any concerns about their child. Further advice can be sought from the SENDCo (Miss Smith) and the Head teacher (Mr Bates) who can assist with details regarding additional support and external services. Parents or carers who are considering moving their child to Burbage Junior School should contact the school office on 01455 630970.

### **How do you support these pupils transfer between phases of education or in preparing for adulthood and independent living?**

The 'Welcome Evening' in the summer term introduces new parents to the school so they can become familiar with routines and meet their child's new class teacher. The 'Open Evening' is an opportunity early in the Autumn Term for the new Year 3 parents to tour the school and grounds. We have close contact with our main Infant feeder school. Towards the end of the summer term, prior to entry, Year 2 children spend a full day at the school with their new Junior School teacher. Additional visits are arranged for individual children if it is considered necessary.

Year 6 children transfer to several local secondary schools. There is on-going contact with the main secondary school to which our pupils transfer, starting in Year 5. Children have visits from secondary school teachers and can also be invited to attend activities and performances in the secondary school. Receiving secondary school staff set transition tasks in Mathematics and English for Year 6 children. These tasks are carried out prior to the full day which children spend in their new secondary school towards the end of the Summer Term. The tasks are followed up on that 'transfer day'. If it is considered appropriate, additional visits to the receiving secondary school are arranged for children with SEND.

Prior to transfer, Year 3 teachers liaise closely with Year 2 class teachers. Year 2 teachers devise the Year 3 class lists. Therefore concerns and requests need to be made towards both schools prior to transition. The Infant School SENDCo meets the Junior School SENDCo in order to pass on specific SEND information about individual children.

Towards the end of the Summer Term Year 6 teachers meet Year 7 form tutors from the main secondary school to ensure that relevant information is directly transferred. The Junior School SENDCo meets the SENDCos of secondary schools which receive children with SEND from our school. All relevant records and specific SEND documentation are passed to the child's new school, at transition between Key Stages or when a family moves away from the area.

### **How do you contribute to the publication of the local authority's local offer?**

For more information on Leicestershire Local Authority's Local Offer and other available support go to [http://www.leics.gov.uk/index/children\\_families/family/send.htm](http://www.leics.gov.uk/index/children_families/family/send.htm)

