



Learning to Make a Difference

SEND Information Report 2017

A SEND information report will be produced annually to reflect changes and plans within the school. The report states the current provision at Newport C of E Junior School.

What are the kinds of special educational needs for which provision is made at Newport C of E Junior School?

Newport C of E Junior School is a fully inclusive mainstream junior school where we strive to support all children, regardless of their gender, ethnicity, sexual orientation, social background, religion, physical ability or educational need, to enable them to do the very best they can and to achieve at school. To do this we may support your child in a variety of ways. All pupils in school receive high quality teaching; this means that a range of teaching styles are used to suit learning styles and learning objectives are set for all children with a curriculum matched to their needs. Quality teaching is important for all children; however for some children additional support may be needed for them to reach their full potential.

The 2014 SEND Code of Practice outlines 4 areas of special educational need that include a range of difficulties and conditions:

- Communication and Interaction – for example, where children have speech, language and communication difficulties or autistic spectrum disorders which make it difficult for them to make sense of language to understand how to communicate effectively and appropriately with others.
- Cognition and Learning – for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Numeracy.
- Social, Emotional and Mental Health Difficulties – for example, where children have difficulty managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.
- Sensory and/or Physical Needs – for example, children with visual and/or hearing impairments or a physical need that means they must have additional on-going support and equipment.

At Newport C of E Junior School, we currently have pupils in each of these categories and as the code states, as their needs can often be quite complex, may fall into more than one category. We have a wide range of provision in place to meet the needs of all children with SEND in our school.

What are the school's policies for the identification and assessment of pupils attending the school?

When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them, including parents, and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies, within the classroom and around our school site. If you tell us that you think that your child has a special educational need we will discuss this with you and assess your child accordingly. Assessments will be carried out by the school using both 'in house' assessments' and by requesting advice from outside agencies such as Educational Psychology, Speech Therapy, Occupational Therapy or Learning Support Advisory Team. We always share the findings with parents, and the next steps are planned and discussed to best support your child, with you. If teachers feel that your child has a special educational need, this may be because they are not making the same progress as other pupils. We believe that early identification and intervention is best to help your child achieve success. The staged approach to the identification and provision for children with SEND involves a graduated response from within school resources and the involvement of aforementioned outside agencies, if necessary. We follow the 'Assess, Plan, Do, Review' approach to identifying pupils with SEND as specified in the SEND Code of Practice.

Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Their performance judged against National Curriculum expectations.
- Pupil progress in relation to objectives for English and Maths.
- Standardised screening or assessment tools.
- Screening/diagnostic tools.
- Reports or observations, including those from outside agencies and Common Assessment Framework (CAF) meetings.
- Records from feeder schools.
- Information from families.

If a child has not made as much progress as hoped we (the teachers and teaching assistants) plan what we are going to do to support the child and to hopefully assist them in making greater progress. After a period of time, up to a term, we review how successful we have been and the progress the child has made. At this point it may be decided that no further support is needed or we may need to plan for further provision to be put in place. It may be necessary at this stage to consider placing the child on the SEND register as they have some form of special need that is creating a barrier to their learning. If it becomes apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, despite the high quality graduated approach, the school may feel it is necessary to request an Education, Health and Care Needs Assessment.

Assessment of pupils with SEND

We believe that the best way to support your child is to work in partnership with you. Your child's support will be planned by the class teacher and SENDCo; it will be differentiated to meet your child's needs. Your child's Individual Education Plan will be reviewed with you every term and new targets set. Your child may be supported in class by one of the SEN Teaching Assistants or the Class Teaching Assistant. If a pupil has needs relating to more specific areas of their education, such as

reading, maths, writing, speech and language or gross motor control, they may be taken out of the classroom for small focus group work or individual one to one work(through PLT, Cool Kid programme, Semantics programmes, Beat Dyslexia etc..). This work may be led by a Teaching Assistant but monitored by the SENDCo. The length of time for the interventions may vary but you will be kept informed. These interventions are regularly reviewed by the SENDCo to ascertain the effectiveness of the provision. All interventions are recorded on the provision map and their impact recorded. If you have any queries related to interventions please see the SENDCo.

What is the provision for pupils at Newport C of E Junior School and how is it evaluated?

The SEND Code of Practice 2014 makes it clear that ‘all teachers are teachers of pupils with special educational needs’. All teachers at Newport C of E Junior School are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage and are accessing quality first teaching and focussed intervention and support. Children with SEND are entitled to be taught by their teacher not always by a Teaching Assistant (TA). When allocating additional TA support to children, our focus is on outcome, not hours. We aim to provide additional support to enable the child to reach their challenging targets, but without a learned dependence upon an adult.

Following pupil progress tracking by class teachers and SENDCo, they will decide which interventions are necessary to support the child and these will be linked to the targets on their individual provision map. The school offers a wide range of intervention which TAs and Teachers trained in. Some of these are bought in packages whilst others are bespoke interventions which have been designed to meet particular needs. During the interventions, TAs keep records of baseline assessments, observations and progress. The targets are then reviewed half termly with parents. The quality of support offered through our intervention programmes is monitored through SLT learning walks/observations and the SENDCo also observes individual intervention groups over the year.

What training do staff have in relation to the needs of pupils at Newport C of E Junior School?

The SENDCo attends termly Local Authority briefings to keep up to date with any legislative changes in SEND.

All teaching and support staff access training through the Local Authority and those provided by outside agencies.

During 2016-2017 staff have completed professional development in the following areas:

- Manual handling
- Maths interventions
- Precision teaching
- Clicker 7
- Spelling strategies
- First aid
- Word Aware Approach

How will equipment and facilities be provided to support pupils at Newport C of E Junior School?

The SENDCo is responsible for ordering any additional resources which children with SEND may require. The school follows the advice of outside agencies such as Speech & Language and Occupational Therapy to ensure that children’s needs are supported appropriately.

Resources commonly used within school include the following:

- Writing slopes.
- Pencil grips.
- Wobble/wedge cushions.
- Fiddle toys.
- Tinted overlays.
- Alphabet strips.
- Practical maths equipment.
- Clicker 7.

For more specialised and complex needs specialist equipment is used, such as 'samba' chairs and riser beds in our disabled toilet facility.

Facilities

We are a very inclusive school. We pride ourselves on being a school which actively seeks to be fully accessible. We have wheel chair access with electronic disabled doors, ramps and hoists in our swimming pool. The disabled toilet is located in a central position in our main building, where shower facilities are also available if necessary. Outdoor areas are accessible in main.

We have a number of lunchtime and after school clubs which cover a range of interests which include: sports, creative activities, drama, music, computing. Pupils with SEND are welcomed and included, additional support is offered if necessary to support access. We take all children on educational visits, including residential visits in all four year groups, and have visitors to school to bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. In partnership with Noah's Ark Nursery, we have a breakfast and after school club which pupils with SEND can attend, with school staff available to offer advice or support.

What are the arrangements for consulting parents of children at Newport C of E Junior School and involving them in the education of their child?

Home School communication is regarded highly in our school. Parents are able to speak to staff before the school day at 8.50am and when they are collected at the end of the day on the main school yard at 3.30pm. Parents of pupils with SEND are encouraged to make appointments to review and discuss targets established by teachers and the SENDCo. Parents are further welcomed into school every term for Parents' Evening appointments to discuss specific needs and children's progress. In the summer term Parents' Open Night, parents are encouraged to meet their child's new teachers. This is an opportunity to not only meet their child's new teacher but discuss any SEND issues pertaining to their child. In addition to this, we hold Open Lunch events in every year group, where parents are invited into lessons to see how their child accesses and learns in the classroom as well as enjoying a lunchtime with their child. A member of SLT holds termly Parent Action Group (PAG) meetings; this is a platform for parents to openly discuss issues related to the school and to make suggestions to the school.

What are the arrangements for consulting children at Newport C of E Junior School about, and involving them in their education?

At Newport C of E Junior School we want our children to make a positive contribution to our school and local community so seeking their views is important. We have a well-established School Council

who are democratically voted into their roles by their peers. The School Council meet regularly and have a huge part in events, initiatives and changes taking place in our school.

The assessment and annual review of statements of SEND and EHC Plans includes the choices and views of pupils. As well as this, the SENDCo carries out a pupil voice to ascertain how SEND pupils perceive their learning, progress and happiness in the school environment.

Subject leaders use pupil voice questionnaires to assess the impact in their subject areas.

Behaviour logs are kept using the Otrack system and is monitored closely by the Head Teacher and SLT.

What are the arrangements made by the Governing Body for dealing with complaints from parents/carers of pupils in relation to the provision made at Newport C of E Junior School?

The Governing Body is kept up to date and knowledgeable about the deployment of funding, equipment and personal resources through reports and presentations from the head teacher, SENDCo and Link Governor (Andrew Harris) at the strategic Governor meeting and Full Governing Body meeting.

If parents are unsure of the support their child is receiving, in the first case they should discuss this with the class teacher. If the issue is not resolved it may be necessary to speak to the class teacher then the head teacher and as a last resort the Governors.

The process for all complaints is made available on the school website.

How does the Governing Body involve others – including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at Newport C of E Junior School and in supporting their families?

We have a wide range of staff working together within the school to support the children and their families. Some are employed directly by the school; others have different lines of management.

Classroom staff are employed directly by the school, under the headship of Mrs Nicola Moody. This includes teachers, HLTAs, teaching assistants and lunchtime supervisors. Administration staff are also employed by the school.

School nurses, Speech and Language Therapists, Occupational Therapists, CAMHS team and Physiotherapists are employees of Shropshire Community Health Trust. All these professionals work within school training staff, advising staff and working with young children.

Contact details of support services:

- Speech and Language Therapy Service 01952 567300 / 01743450800
- School Nursing Service 01952 621340
- Child and Adolescent Mental Health Service 01743 450800
- Local Authority SEN Team 01952 385393
- Education Psychology Team 01952 385216
- Occupational Therapy Service 01952 567300
- Learning and Behaviour Advisory Service 01952 385485
- Parent Partnership Service 01952 457176

What are the school's arrangements for supporting pupils in transferring between phases of education or in preparing for adulthood?

Induction is important to us and we invest a lot of time in welcoming new children and their families to our school.

All transitions are well planned for throughout school as children move from class to class and phase to phase. Information will be passed on to the new class teacher, including Individual Provision Maps.

New children to the school from another authority or setting are invited to look around the school and meet staff. The school makes contact with the Infant School early in the school year to ensure Year 2 children attend whole school assemblies and transition days are established to provide opportunities for younger children to access different curriculum areas and secure relations with teaching staff. Further to this, we collaborate in joint ventures. For example, a Year 2/3 residential trip (overnight stay) at Kingswood Outdoor Learning Centre as well as a Grand Day Out and Party in the Park events.

Similarly Year 6 children access transition days at the local secondary school and additional visits are arranged for vulnerable and SEND children.

When a child moves school, the SENDCo will ensure all relevant information is passed on and will contact the SENDCo of the new school to discuss the child's needs.

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on our website on our own School SEND offer and there is a direct link to Telford and Wrekin's Local SEND Offer www.telford.gov.uk from the SEN page of our website. We have a paper copy of Telford and Wrekin's Local SEND offer in school for parents to access.

If you have any queries or requests for policies or information relating to this report please contact the SENDCo on 01952 386600

July 2017

To be reviewed 2018