

Special Educational Needs and Disabilities Information Report

September 2017



**Shottermill
Junior School**

Questions	School Response
<p>1a. How does the school know if a child needs extra help?</p>	<ul style="list-style-type: none"> • When your child arrives at Shottermill Junior School we look at entry information from their previous school. Prior information may help inform us which children need extra help. • Pupil's progress is tracked closely and discussed during half termly pupil progress meetings between class teachers, intervention teachers and the Headteacher. This highlights any child not making expected progress. • Class teachers and Learning Support Assistants (LSA's) closely monitor children's behaviour and actions in class to identify any changes that may highlight the need for additional support. • Parents approach the school if they are concerned about their child.
<p>1b. What should I do if I think my child may have special educational needs?</p>	<ul style="list-style-type: none"> • In the first instance, speak to the class teacher about any concerns that you may have. They will suggest a course of action. • If you still have concerns, parents can make an appointment with the Inclusion and Learning Support Manager, Jayne Davies. Appointments should be made through the School Office. • Parents/carers should notify the class teacher of any changes that may affect children's learning or behaviour.
<p>2. How will school staff support my child?</p>	<p>We use a graduated approach to meeting the needs of all children in the school. This is as follows;</p> <ul style="list-style-type: none"> • Wave one: This refers to high quality, inclusive teaching where reasonable adjustments may be made to help include all children in accessing the curriculum. • Wave two: For children whose progress is causing concern, we provide interventions providing targeted teaching to help the child reach age related expectations. This may be inside the classroom with the class teacher or working outside the classroom with an LSA or supporting adult. • Wave three: For children who, despite some intervention, are still struggling, increasingly individualised programmes of work are planned and delivered to help minimise performance gaps. • When we are concerned about a child's progress, we will provide a provision map detailing the personalised targets and provision for the term ahead. These are then reviewed at the end of the term and parents can see how well their child has progressed.

	<p>An important part of this is the need to gather information about how the child sees themselves, and what they perceive helps them with their learning. We do this using the One Page Profile, which provides a page of information about each child.</p> <ul style="list-style-type: none"> • We use a cycle of assess, plan, do, review to ensure we are continually matching provision with the child's personalised learning needs. • In some circumstances, access arrangements can be provided for children taking tests. • We also liaise with outside agencies who can provide specialist guidance to staff working with children.
<p>3. How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • We have a commitment to equal opportunities and wherever possible, we try to plan learning experiences that are fully inclusive of all pupil needs. • We ensure, through a process of assessment and careful transition of key information, that children's individual needs are fully understood and catered for. • There are a number of ways that we differentiate the curriculum for children and we use a range of access strategies including: multi-sensory teaching approaches, use of apparatus and other resources, use of additional adult support, focus groups within classrooms. • We use target setting to help children know what they need to focus on and improve. Targets are shared with parents and guardians on a termly basis.
<p>4. How will both the school and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • We carefully monitor pupil progress across all classes in the school through half-termly pupil progress meetings between teachers and the Headteacher. • We use termly academic reports to parents and guardians that communicates how well children are progressing in relation to their age related expectations and the targets they have been working on. • Parents and guardians are invited to attend a termly Consultation Evening to meet with the Class Teacher or Intervention Teacher if applicable. • For children requiring additional support, we provide a provision map detailing the personalised targets and provision for the term ahead. These are then reviewed at the end of the term and parents can see how well their child has progressed. • Year group Parent Information Sessions also provide information on how parents can support learning at home. • Parents are encouraged to speak with their child's Class Teacher if they have any concerns at any point during the term.

<p>5. What support will there be for my child's overall wellbeing?</p>	<ul style="list-style-type: none"> • We believe children learn best when they are happy and well supported and we pride ourselves on our caring and inclusive school community. • Our Core Values: Respect, Trust, Love of Learning, Communicating, Creativity and Excellence underpin all that we do. • Key policies available on our school website include: Child Protection, Behaviour, Anti-Bullying, Equality Objectives, Attendance and the SEND Policy. • Our Home School Link Worker supports families across both the Infant School and our school to help aid effective transition. A referral can be made by either staff or parents, to help children who may need support with their social and emotional development. • Shottermill Juniors are proud to hold the Healthy Schools award which shows a commitment to supporting the emotional and physical wellbeing of all children and adults in the school community. • Regular opportunities for personal, social, health, education are planned into the curriculum. • Our Emotional Literacy Support Assistant (ELSA) is involved with children who may be experiencing a high level of emotional need. • We have a dedicated nurture room where children feel more comfortable to talk about their feelings. • Our Lunchtime club provides support for children who may struggle with lunchtimes.
<p>6. What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • The Inclusion and Learning Support Manager is a key resource for both families and staff in school. • Intervention teachers, tutors and Learning Support Assistants are available to provide children with 'catch up' sessions and additional specialist support as required. • Outside agencies who regularly work together with us in school include: our school nurse, speech and language support, occupational therapy support, learning and language support, behaviour support, REMA, Educational Psychologist, Freemantles outreach for autism spectrum disorders and we also work in partnership with the Educational Welfare Officer as well as Children's Services. • We also use local specialist primary and secondary schools to help us learn more about developing our provision in a maintained school.

<p>7. What training have the staff supporting children with SEND had or are having?</p>	<ul style="list-style-type: none"> • The school takes professional development of all its staff seriously and wherever possible, teachers comes together with Learning Support Assistants to ensure better partnership working across the team. Most recently, the school has undertaken the following training, although this list is not exhaustive and not all members of staff have completed all training: <ul style="list-style-type: none"> -Differentiation training and supporting all abilities -Safeguarding and Child Protection -Maths new curriculum training -Teaching of swimming -Pathological Demand Avoidance -Supporting Vulnerable Pupils -ASD -Managing behaviour in group intervention -Positive handling and legal framework for intervention -MAPA training
<p>8. How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • We have a commitment to equal opportunities and wherever possible, we try to plan learning experiences, both in and out of school, that are fully inclusive of all pupil needs. • Risk assessments are undertaken on all aspects of the activity to consider hazards posed to themselves and others. Appropriate support is provided by staff who are most familiar with the child's needs. • After school clubs, ECAs and other extra-curricular activities are also available and all children are welcome to attend these. • The school currently offers a residential trip for children in Year 5 and Year 6. Help is available for parents or guardians who may require assistance with paying for school activities. • Parents are always included in discussions regarding how their child can best access extra-curricular activities.
<p>9. How accessible is the setting school environment?</p>	<ul style="list-style-type: none"> • The school is set on three separate levels, which poses some challenges for accessibility, however ramps are available to help children with limited mobility to access our facilities. • Disabled toilets and a shower is available. • Translators, particularly for access to tests, are available by prior arrangement. • We invite parents and guardians to visit our school to help us assess any additional support or requirements needed for their child to best access learning.

<p>10. How will the school prepare and support my child to join the school, transfer to a new setting / school or the next stage of education and life?</p>	<ul style="list-style-type: none"> • The school has a through transition process both in Year 2/3 and Year 6/7 - as overseen by the Transition Coordinator. • Additional support groups are established for individuals who may need extra help with transition. • Parent meetings are arranged to explain the school's routines and procedures. • Inclusion manager visits the school / setting to ensure effective transfer of existing pupil data and knowledge. • Transition days are organised throughout the year to familiarise children with their new setting. • Home School Link Worker and Office Staff signpost and support families with the procedures for applying for a new school.
<p>11. How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • The school receives an allocation of funding to support children's learning and development in school. • Specialist intervention or resources support individuals according to their needs. Details of the range of provision on offer at our school are included in the Wave 1,2 and 3 documents on our website. • Interventions are costed and evaluated for impact to ensure the best learning outcomes for the children and the best value for money. Provision is monitored regularly by staff and Governors.

<p>12. How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • The Inclusion and Learning Support Manager will take a lead on coordinating and overseeing the support provided to children and will work in partnership with children, parents, class teachers and outside agencies to determine what type and how much provision is made. • Provision is monitored through the assess, plan, do, review cycle and SEN support arrangements. • There may be concerns, underpinned by evidence, that the child, despite having access to a fully differentiated curriculum and Wave 1 teaching: <ul style="list-style-type: none"> - makes little or no progress even when teaching approaches are targeted in a particular identified area of weakness - has difficulty in developing literacy and mathematics skills which also results in poor attainment in other curriculum areas - presents persistent emotional or behavioural difficulties which are not improved by behaviour management techniques usually employed in the school - has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment - has communication and/or interaction difficulties and responds little to implemented strategies - is falling further and further behind national expectations and his or her peers. • Care is taken to identify whether the child's lack of progress is a result of a gap in learning, which can be overcome by short term targeted interventions; a developmental delay which may be naturally remedied as the child matures; or a special educational need which requires focused provision. • Where progress is not adequate and the teacher identifies the child as having SEND, parents are informed and the child's name is added to the Register. This raises awareness of the child's needs, helps provide consistent and targeted interventions and allows the school to plan efficiently. • All interventions will have planned outcomes and take place for set periods of time so that progress can be measured. If an intervention is found to be failing with a particular child, then an alternative will be put in place to address the specific need or barrier to learning. The amount of additional support given will depend on the individual needs of the child.
<p>13. How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • We promote a two-way process of communication and parents can contact the school to arrange meetings. • Teachers are always open to discussing with parents how to support the child's learning in school and at home. • Parent Information Sessions, Consultation Evenings, involvement with the PTFA or Parent Forum and regular opportunities to come into school and find out how well their child is progressing in all aspects of the curriculum are provided.

14. Who can I contact for further information

- For further information on Special Educational Needs provision at our school, please ask to speak with the Inclusion and Learning Support Manager, Mrs Jayne Davies.