

SEN Information Report for 2020 – 21

Our school aims to be as inclusive as possible, and to meet the needs of pupils with Special Educational Needs and Disabilities wherever possible.

The four broad 'areas of need' are

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

At Christchurch Junior School, we embrace the fact that every child is different as are their educational needs; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding support in school, your child's progress or well-being, then please speak to either your child's class teacher or Mrs Esther Curry (Assistant Head/SENDCO) to discuss your concerns.

Mrs Esther Curry contact details: Email: office@cjsdorset.org Telephone: 01202 - 485579

SEND Leadership and Management

Mrs Esther Curry is the school's SENDCO and has been in post since January 2014. She is a qualified teacher and holds the SENDCO Accreditation Award, OCR Level 5 – Teaching Children with Dyslexia and OCR Level 7 – Assessing and Reporting. Mrs. Curry attends relevant training including Inclusion Briefing Networks. She also holds the responsibility for Looked After Children and attends relevant training.

The SEND Governor is Mrs. Marta Deka-Turvey. She meets with the SENDCO to discuss the implementations of the SEN Code of Practice (2015) and to monitor the impact of the SEND provision. Mrs. Deka-Turvey is aware of any changes in the SEND policy and practices within the school and reports these to the Governing body.

What type of SEN have we provided for this year?

Our provision for SEND has included supporting children with needs in all categories of SEND. Those being:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs
- Disability

The SEND pupils on our register have many needs some of which are classified as complex and have included: moderate learning difficulties, Autism, ADHD, Dyslexia, hearing and visual impairments, mobility and physical difficulties, communication difficulties.

Many of our SEND children have a combination of these difficulties making their needs complex.

How did we identify and assess pupils with SEND?

Our class teachers are skilled in identifying children who need extra support and tracking progress. As a school we complete regular reviews of learning which help us to identify any concerns we have about individual pupils. We hold parents' evenings in Autumn and Spring Term for parents where concerns can be raised by either party. In addition, parents are encouraged to make appointments with class teachers, year leaders and SENDCo if they have concerns they wish to discuss.

If a class teacher is concerned about your child's progress, they will discuss this with you and refer their concern to our Assistant Head Teacher (SENDCo). Your child would enter our monitored list, which allows the class teacher overseen by the SENDCo to evaluate the support the child is receiving. Your child may be placed on an Assess, Plan and Review Tracking Document (APRT); using this document, the class teacher/SENDCo will discuss with you the planned support in place for your child. Review meetings are incorporated into parents' evening and at transition.

At any point during the school year we may decide, with your consent, to refer your child to an outside professional (e.g. an Educational Psychologist, Paediatrician, Speech Therapy, CAMHS or the Behaviour Support Service) or to our SENSS teacher for further assessment.

If your child is recognised as having additional needs they will receive and Assess, Plan, Review Tracking Document (APRT). This will identify learning targets, outside agency recommendations and access to specialist resources. This document will be shared with you by your child's class teacher and will be reviewed throughout the year.

How have we approached teaching pupils with SEND?

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have a barrier to learning. We follow a 'graduated response' in accordance with the SEN Code of Practice. We regularly review the quality of teaching for all children, including those at risk of underachievement.

We recognise that some children require additional support related to specific areas of the curriculum. If a child needs extra help, the teacher will plan focused learning in smaller groups to address these needs. These small groups of targeted support will be run by a teacher or teaching assistant.

The SENDCo co-ordinates specialist targeted support, such as: ELKLAN and Special Educational Needs Support Service.

If your child needs further support, we may refer to an outside agency.

The class teacher:

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 Education Needs/Disabilities coordinator (SENDCo) know as necessary.
- Writing individual Assess Plan Review Tracking Documents and sharing and reviewing these with parents at least once each term and planning for the next term. These documents set out the main actions the teacher will take to support your child with his/her learning along with some key targets.
- Personalised teaching and learning for your child as identified in the planning
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.
- Liaising with parents

The SENCO: Mrs E Curry

Responsible for...

- Providing professional **guidance** to colleagues and to work closely with staff, parents and other agencies.
- Writing the SEND Information Report which **MUST** be published on the website and updated annually
- Overseeing day to day operation of the school's SEND policy and reviewing
- Co-ordinating provision for children with SEND alongside Year Leads and Class Teachers
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEND
- Liaising with other schools, educational psychologist, health and social care professionals and independent or voluntary bodies and Local Authority.
- Manage the transition process
- Ensure school keeps the records of pupils with SEN up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements for learning and examinations
- Monitoring progress of children with SEND

The Head teacher: Mr. S Fuller

Responsible for...

- The day-to-day management of all aspects of the school; this includes the support and progress for children with SEND.
- Making sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Mrs. M Deka-Turvey

Responsible for...

- Making sure that the necessary support is given for any child with SEND who attends the school.
- To support and challenge the Head teacher and SENDCO with regards to SEN within the school.

How did we adapt the curriculum and learning environment?

The school has an Accessibility Plan that is monitored, reviewed and reported annually to the Governing Body in compliance of legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxillary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We complied with the requirement to support children with Disability as defined by the Act.

The school has a range of specialist SEND facilities in place:

- We have a number of classrooms across the school which have been adapted with acoustic tiling
- Wheelchair access
- Accessible toilets
- Increased access to the curriculum and assistance during examinations
- A lift for access to upstairs

Christchurch Junior School adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

How did we evaluate the effectiveness of our SEN provision?

The SENDCo devises the annual school development plan for SEND alongside an SEN Action Plan which are monitored by the Head teacher and Governing Body.

The Governor responsible for SEND in school Mrs Marta Ann Deka-Turvey meets with the SENDCo and reports back to the Governing Body.

The SENDCo completes lesson drop ins, pupil surveys/interviews and book monitoring alongside subject leads and Year leads, which can be used to inform school future focus and staff training.

Regular assessments are undertaken to assess children with SEND. A range of assessment tools are used for this including reading, spelling and maths.

How did we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

We are an inclusive school and, as such, encourage teachers to plan for children to remain in class as much as possible.

We have a number of Teaching Assistants across the school deployed to support in class and with targeted support. Targeted support provided children with additional teaching to support areas which they have not grasped in class or to help with closing the gap. This support is monitored by class teacher, Year Leader and overseen by the SENDCo. Children can receive additional targeted support through small groups or 1:1 with a teacher, teaching assistant, outside agency (e.g. Speech and Language) or specialist teacher.

How did we consult parents of pupils with SEND and involve them in their child's education?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher/SENDCO to review short term targets and to discuss the progress their child has made. We also encourage an "open door" approach whereby teachers are accessible at the end of the day.

- A child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked by the class teacher, Year Lead and reviewed by the Headteacher and SENDCo in reading, writing and numeracy.
- At the end of the key stage (Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally.
- Where necessary, children will have an Assess Plan Review Tracking Document (APRT) with learning targets and additional support identified. Progress against these targets will be reviewed regularly and next steps identified. Parents will meet with teachers to review and discuss these plans.

- The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at a Person Centred Review with all adults involved with the child's education. The SENDCo has completed the Person Centred Review training.
- The Headteacher and SENDCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place.
- Book scrutinies and lesson drop ins are carried out by the Year Leaders, Subject Leads and SENDCO to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- If a EHCP is required for a child, we work alongside parents to complete the application, through questionnaires and meetings.

We send class and whole school newsletters with information about events that are coming up and have happened. Also extra information can be found on the school website including class news, photograph gallery and useful links. In addition to this, where necessary, we also communicate via home/school link books.

How did we assess and review pupils' progress towards their outcomes?

If your child has been identified as having a SEND, this will be discussed with you at parents' evening. Your child may be provided with an Assess Plan Review Tracker (APRT) to target his/her specific area of need. This will be reviewed regularly with you by class teacher. If your child has a medical need, they may require a Health Care Plan. This will ensure that the staff working with your child are aware of his/her needs. This is provided by the school nurse.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEND Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENDCO and outside agencies contribute to this review. This stage then informs the next cycle.

The APRT identifies the targets that a child is working towards both long and short term. It works as a working document for children and provides an overview of support alongside actions. When a child holds an EHCP their targets are incorporated into the APRT. The targets aim to be Specific,

Measurable, Achievable, Realistic, Evaluated and Reviewed. The teacher is responsible for reviewing progress against these targets and reviewing these termly.

If a child is not making progress against targets set, at first instance the teacher reviews the provision which is in place, this is done in consultation with the SENDCo. It may be that further support and guidance is sought from outside agencies and these referrals are made in a timely fashion in order to secure appropriate advice as quickly as possible. This builds into the schools graduated response detailed in the SEND Code of Practice: 0-25 (January 2015)

If your child is identified as having Special Educational Needs and Disability (SEND), the first level of support will be 'high quality teaching'; we may also provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of quality first teaching, this may be individualised teaching intended to overcome the barrier to their learning.

How did we support pupils moving between different phases of education?

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with schools will take place in the Summer Term; arrangements for transition to Secondary School and into Year 3 for pupils with SEND will be planned according to individual need.

We have a number of planned transition supports:

Year 2 to Year 3

- Discussions with the previous school prior to your child joining – meetings between SENDCos and class teachers
- An open evening for Year 2 parents to attend
- Meetings are arranged with individual parents who have worries with SENDCo and pastoral support worker
- Visits to the school for you and your child
- Transition Project run for up to 15 families by SENDCo and Pastoral Team – this is made up of 4 meetings 3 prior to joining school and 1 in the Autumn Term
- SEND morning for pupils run by SENDCo
- SENDCo attends Person Centred Reviews for children who hold an EHCP in Year 2 and invites the receiving secondary school to reviews for Year 6
- A number of group activities between Y3 and Y2 which include reading events, music events and picnics
- The school has devised a Year 2 transition section on the school website, this is devised to provide both parents and children with comprehensive information about the school and transition: <https://www.cjsdorset.org/y2-transition-portal/>

Year 6 to Year 7

- Discussions with the previous or receiving schools prior to your child joining/ leaving
- A small group of children with SEND may attend some transition sessions with familiar teaching assistant if required, at the secondary school in order to prepare them for the changes ahead.
- Secondary school teachers meet with year teams and come into school to deliver lessons in Mathematics and English
- A transition project is run for SEND children transferring to secondary school

- Transition meetings are held between lead professionals in all schools

How did we support pupils with SEND to improve their emotional and social development?

All children take part in assemblies and personal, social, health education designed to promote emotional wellbeing, self-esteem and confidence. If your child is experiencing emotional difficulties and they require additional help, they may be supported by our Pastoral Care Worker (Mrs Jenny Cowling). We run lunchtime clubs to support pupils who benefit from more structured play. We also have one trained Pastoral Care Assistant (PCA) in school.

If your child has medical needs, these will need to be discussed with the Welfare Assistant (Mrs Janine Patenotte). A Health Care Plan may be required. This will be compiled with the support from the school nurse and in consultation with you. We have qualified first aiders in school who are always on duty at playtimes.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. For those children who find aspects of this difficult we offer:

- Social awareness games and activities
- Lunch time and play time support / play partners
- Pastoral Care groups
- Buddy system
- Individualised programmes of work including activities to complete at home
- Access to external agencies and professionals and follow their advice

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to parents its core principles regarding inappropriate behaviours and bullying.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meets regularly.

What expertise and training have our staff had to support SEND?

We openly encourage our staff to take an interest in CPD opportunities which relate to SEND. This year we received support through Outreach from BOOST (specialist from local special schools) and SENSS to support pupils with SEND. We also access the Educational Psychology service to seek guidance and advice.

We have one teaching assistant who is a trained ELKAN (language builder) who supports children with speech and language needs. Our teachers and teaching assistants work alongside speech & language therapists, hearing and vision support and SENSS to ensure they are equipped to deliver programs of learning for pupils with SEND.

We run programs of CPD through school INSET, Twynham Learning CPD and staff meetings.

What specialism services, experience, training and support are available at or accessed by the school?

Once the school has identified the needs of SEND pupils, the SENDCO and Head teacher decide what resources/training and support is needed.

School Provision:

- Literacy and Numeracy small group support delivered by TAs and or designated teacher.
- Social skills support
- Lunch time groups to support children with social development and a quieter designated area.
- Speech and Language support using Eklan trained Teaching Assistant
- Specialist teaching provided by SENSS and specialist TA
- Pastoral care worker employed 4 days a week

Local Authority provision available:

- Educational Psychology Service (for statutory work only)
- Parent Partnership service (Family Partnership Zone (FPZ)
- Speech and Language Therapy (SALT)
- Outreach (support from BOOST)

Health Provision available:

- School nurse
- Occupational Therapy
- Physiotherapy/Occupational Therapy
- CAMHS
- Hearing, Vision Support Service
- Paediatrician

How will my child be included in activities outside the classroom including school trips?

At Christchurch Junior School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

- The school is fully compliant with DDA requirements.
- The school is on a split across two levels, double doors, wall handles, ramps and a lift for access to the second floor.
- Seven adapted rooms across the school for children with a hearing impairments.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENDCO manages a SEND budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

What special equipment, resources does the school allocate to match children's special educational needs?

The SEND budget is allocated each financial year. The money is used to provide additional support and resources depending on the needs of the children. This additional support may be provided as a result of an identified area of need for a group of children or an individual.

- Specific I-pad APPs for individual pupils/needs
- Black Sheep Speech and Language resources

- Pastoral resources
- Sensory resources
- Specialist equipment

How is the decision made about what type and how much support my child/young person will receive?

The school budget includes money for supporting children with SEND.

The Head Teacher alongside the SENDCo decides on the deployment of resources 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 SENDCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

How do we handle complaints from parents of children with SEND about provision made at the school?

We would hope to resolve, any complaints you may have, which in the first instance should be directed to the Head Teacher or SENDCo. In most cases, we find that complaints can be dealt with successfully at this level.

The Twynham Learning Complaints Policy (published on the school's website) outlines the principles and procedures for investigating any complaints.

Who can young people and parents contact if they have concerns?

Children can talk to any adult in school about any concerns that they have. This is stressed to our children on a regular basis and all the children should feel that they have at least one trusted adult in school in which they can confide.

Parents can contact class teachers or members of the leadership team if they have concerns. Contact information can be found on our website: <https://www.cjsdorset.org/contact-us/>

What support services are available for parents?

We have a pastoral care worker who works four days a week, Mrs Jenny Cowling, who is available to support parents. Mrs Cowling and Mrs Patenotte run parenting courses throughout the year as part of the Twynham Learning Federation which are opened to parents and advertised in the schools Newsletter. The leadership team has an open door policy and are available throughout the school day. The school works alongside Steve Cox O'Rourke from the Family Partnership Zone who can help with signposting and offering support to families through the Family Partnership Zone.

Link: <https://www.fid.bcpccouncil.gov.uk/kb5/poole/fis/service.page?id=YpLHa3wC8Ss>

In addition SENDIAS offer advice and support to parents of children with SEND:

Website: <http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=34Y-7exstzQ>

Email: sendiass@bcpcouncil.gov.uk

Where can the LA's Local offer be found?

<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.page>

Families who live in Dorset and Hampshire please refer to the links below:

<https://www.dorsetforyou.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>