

Woolenwick Junior School

SEND Information Report

Welcome to Woolenwick Junior School's "School Offer" information. On these pages you should be able to find the answers for many frequently asked questions relating to what we offer children in our school who have a Special Educational Need or Disability (SEND). If you do not find what you are looking for then please ask us. If you have any suggestions or comments, then please let us know!

All children can expect a fully inclusive, well differentiated education at our school, some children may need additional support during their time with us and a few children will need more precise individualised support. Woolenwick Junior School is an inclusive school and may offer the following range of provision to support children with SEND.

This report is written with regard to paragraph 6.79 of the revised code of practice 2014. All children are welcomed at Woolenwick Junior School. Our Admissions Policy can be found on our website.

What should I do if I am concerned about my child? What should I do if I think my child has a Special Educational Need?

Firstly, please talk to your child's class teacher -

The Class teacher is responsible for:

- ❖ 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, additional support) and letting the Inclusion team know as necessary.
- ❖ Writing individual targets and matching provision with the Inclusion team, sharing and reviewing these once a term and planning for the next term.
- ❖ Personalised teaching and learning for your child as identified on school's provision map.
- ❖ Ensuring that the school's SEND Policy is followed in their classroom.

If you should need further support –

The Inclusion team is responsible for:

- ❖ Developing and reviewing the school's SEND policy
- ❖ Coordinating support for children with special educational needs or disabilities (SEND)
- ❖ Ensuring that you are
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- ❖ Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist.
- ❖ Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- ❖ Providing specialist advice for teachers and support staff so that they can help children with SEND.

You can contact any of the Inclusion Team via the school office: 01438 216565
SENC): Jo Marshall
Family Liaison Worker: Jackie Birch

The Headteacher is responsible for:

- ❖ The day to day management of all aspects of the school, this includes the support for children with SEND.
- ❖ ensuring (by managing staff, resources and policies) that your child's needs are met.
- ❖ making sure that the Governing Body is kept up to date about issues relating to SEND.

The Governors are responsible for:

- ❖ Implementing, monitoring and reviewing the SEND policy.
- ❖ Reporting to the full governing body the progress of children with SEND.
- ❖ Appointing a designated governor for SEND (Mark Hessey).
- ❖ Ensuring that the school community is fully inclusive for children with SEND.

What do we mean by special educational needs?

Special educational needs can affect a child or young person's:

- ability to learn
- behaviour or ability to socialise and make friends
- reading and writing
- ability to understand things
- concentration levels
- physical ability.

What we mean by disability?

A physical and / or mental impairment that has long term and adverse effects resulting in significant impact on daily living and the child's development.

Mental impairment includes:

- learning disability
- autism
- developmental delay.

What are the different types of support available for children with SEND in our school?

All staff have a duty to support all children within the school environment and our SENCO oversees the additional support that some children need. The Class teacher provides targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- ❖ That the teacher has the highest possible expectations for your child.
- ❖ That all teaching is built on what your child already knows, can do and can understand.
- ❖ Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- ❖ Specific strategies are in place to support your child to learn.
- ❖ Through pupil progress meetings with senior staff and the inclusion team the needs of your child will be identified and met.

Interventions which may be appropriate:

- ❖ Delivered in the classroom or outside the classroom.
- ❖ Delivered by a teacher, Teaching Assistant (TA), the Family Liaison Worker or specialist agency.

Specialist support may be available via referral.

- ❖ Referral will take place after consultation and permission from you.
- ❖ Local Authority Services such as the Education Psychology Service, Communication and Autism Team, Speech and Language, which all are part of Integrated Services for Learning (ISL).
- ❖ The specialist professional may work with the school, you and/or your child to understand their needs and make recommendations to support your child.
- ❖ Children with very complex needs may require assessment for an Education Health and Care Plan (EHC Plan).

What is an Education, Health and Care Plan?

The Education, Health and Care (EHC) plan puts you – children, young people and families – at the very centre of the assessment and planning process, to make sure that your views are not only heard but also understood. This is called person-centred planning and is all about increasing your choice and control. This process focuses on what is important for children and young people – what they and you want to achieve now and in the future. Young people and families have helped to design the plan and so far people are saying that they feel more listened to and more involved in decision-making in ways that make sense to them.

Who is an EHC Plan for?

The EHC plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25. The school will be able to offer advice on the process and eligibility for an assessment. Parents can make applications for assessment directly with the Hertfordshire SEND Team.

How does the school know the provision they are providing is working?

The school monitors the effectiveness of interventions through pupil progress meetings, discussion with you, staff, other professionals and your child.

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.
- ❖ If you continue to be concerned that your child is not making progress, you can ask for an appointment with a member of the Inclusion team.
- ❖ The school SEND Governor can also be contacted for information about the systems in place to support children with SEND.

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

- ❖ If the school identifies your child as having a possible additional learning need they will contact you and share their concerns.
- ❖ The school will discuss with you any referrals to outside professionals if required to support your child's learning.

- ❖ You will be invited to be involved in any decisions made about your child.

How is extra support allocated?

- ❖ The school budget, received from Hertfordshire LA, includes money for supporting children with SEND.
- ❖ The Head Teacher and the Inclusion team decide upon the deployment of resources for Special Educational Needs and Disabilities. This is shared with the school governors, on the basis of needs in the school.
- ❖ The school identifies the needs of their pupils on a school provision map, which for SEND pupils identifies the children's' needs, in class support, small group and 1:1 support and support provided by outside professionals and these are reviewed termly and changes made as needed.
- ❖ The child's views are sought informally and for review meetings; this may not always be possible with very young children/children with delayed development
- ❖ The Head Teacher and the Inclusion team discuss all the information they have about SEND in the school, including:
 - The children receiving additional support already
 - The children requiring additional support

Who are the people providing services to children with SEND in our school?

- Teachers
- Teaching Assistants
- Meal Time Supervisors
- Volunteers e.g. the WI
- Some Local Authority practitioners also work in the school
- Communication and Autism Team (CAT)
- Educational Psychology Service (EP)
- Primary Behavioural Support Service (PSB)
- Educational Support Centre (ESC)
- Speech and Language Therapy (SaLT)
- School Nurse
- Occupational Therapy (OT)

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENCO's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of all children. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Communication and Autism Team. Staff are supported by the inclusion team to deliver any specific programmes of support.

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.
- ❖ Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

- ❖ Specific resources and strategies may be used to support your child individually and in groups.
- ❖ Planning and teaching may 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 his/her class teacher.
- ❖ His/her progress is reviewed formally every term in reading, writing and maths.
- ❖ At the end of key stage 2 children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- ❖ Teachers meet with the Inclusion team on a termly basis as part of provision mapping and pupil progress meetings.
- ❖ The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.

What support do we have for you as a parent of a child with a 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 SENCo or another member of the Inclusion team is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- ❖ Advice and or strategies from external professionals will be shared with you.
- ❖ 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.
- ❖ A variety of parent workshops are flagged for your attention and may take place in the school setting.
- ❖ The school may signpost parents/carers to relevant agencies.

How is Woolenwick Junior School accessible to children with SEND?

- ❖ The school is fully compliant with Disability Discrimination Act requirements. Please see our [Accessibility Plan](#).
- ❖ The school is on one level.
- ❖ There is a disabled toilet.
- ❖ We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- ❖ After school provision is accessible to all children including those with SEND.
- ❖ Extra-curricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions 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 moving child to another school:

We will contact the school and ensure they are aware of any special arrangements or support that is in place for your child. We will also make sure that all records about your child are passed on to the new school as soon as possible.

In Year 6:

- We work very closely with our feeder secondary schools to ensure a smooth transition for all our pupils.
- SEND information is shared with the appropriate professionals at the new school at the earliest opportunity.
- Where possible your child will visit their new school on several occasions.
- Staff from the new school will visit your child whilst he/she is in year 6.

What Emotional and Social Development support do we have for a child with SEND?

We recognise that pupils with SEND may well have emotional and social development needs. The emotional health and well-being of all our pupils is very important to us
We have:

- a robust Child Protection Policy in place; we follow National & LA Guidelines.
- a robust Behaviour Policy in place.
- a system whereby all staff continually monitor the emotional health and well-being of all children in the school.
- an anti-bullying policy.
- a subscription to the Stevenage Education Trust (SET), which offers a variety of support to schools and families.
- one-to-one and small group interventions for emotional needs and social skills.
- trained MSAs who support children effectively at lunchtimes. We recognise that break times and lunchtimes are important opportunities for social interaction and wellbeing.
- peer mentors from Year 6, who provide peer on peer support at lunchtimes. The peer mentors are trained and supported by school staff.

What shall I do if I am unhappy with the schools arrangements for my child?

In the first instance, talk to your child's class teacher. If you need further support, please make an appointment with the Inclusion team. Finally, talk to the head teacher.

If you are unable to resolve an issue you can make a complaint using the schools Complaint policy which can be found on the school website or a copy can be requested via the office.

You may also wish to access the Hertfordshire Authority's Local Offer at the

Next review date – October 2019