

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?

Talk to us! We have an '**open door**' policy and believe that effective communication between families and school is paramount to ensuring children are happy and successful. If you have any concerns about your child's academic, social / emotional wellbeing, or any other worries at all, please come and speak to us in school.

Firstly, please talk to your child's class teacher, who has overall responsibility for meeting the needs of the children in his/her class.

The class teacher is responsible for:

- ❖ planning day to day activities, which will include high quality teaching for the whole class and specific teaching for small groups or individuals.
- ❖ ensuring that your child is carefully assessed so that gaps in knowledge and skills and barriers to learning can be identified and teaching planned to overcome them. regularly re- assessing your child to make sure he/she is making progress, to adapt interventions if necessary, (this could be things like targeted work, additional support) and letting the Inclusion team know as necessary.
- ❖ writing individual targets and developing provision with the Inclusion team, and sharing and reviewing these targets once a term, which feeds into the planning for the next term.
- ❖ ensuring that the school's SEND Policy is followed in his/her classroom.

If you should need further support, please contact the Inclusion team, which 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 involved in supporting your child's learning, kept informed about the support your child is getting and 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
SENCO: 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 (Carly McDowell).
- ❖ 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). He/she plans lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- ❖ He/she also directs any teaching assistants who work in his/her class. Teaching assistants sometimes support children so that they can access the whole class work and sometimes lead interventions, support small groups or individuals. This may be delivered inside or outside the classroom. Support staff, under the direction of the class teacher, can adapt planning on a daily basis, to support the needs of your child where necessary.
- ❖ Sometimes the class teacher works with small groups or individuals for short periods while the teaching assistant supports the rest of the class in their independent work.

Interventions may also be delivered by the Family Liaison Worker or a specialist agency.

- ❖ Specific resources and strategies may be used to support your child individually and in groups.

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.

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. Assessment is reviewed regularly. This helps to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

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.
- ❖ A few children with "High Needs" may need the school to apply for additional funding from a County held pot of money known as the Exceptional Needs Funding (ENF). An application can be submitted termly to a panel and the needs of the child will then be compared against applications from the rest of the district in order to ensure its' "exceptionality" before agreeing the application. Parents will always be consulted if the school is to try and apply for additional funding for their child.

Who are the people providing services to children with SEND in this 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 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. Furthermore, the school is a member of two groups: Stevenage Education Trust and the larger Stevenage DSPL (Developing Special Provision Locally). Both groups support the school and, therefore, the children with a range of training opportunities and access to experts.

How will the school measure the progress of my 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.

How will the school help me to support my child's learning?

- ❖ 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.
- ❖ Parent consultations are another opportunity to discuss the support you can give your child at home but teachers are happy to discuss how you can support your child at home on a more personal basis where the need arises.
- ❖ You will receive termly class newsletters and curriculum plans to help you stay in touch with what the class is doing that term.
- ❖ Our website is another source of useful information and worth checking.
- ❖ All classes have an expectation of homework, which will vary in content and quantity from year group to year group and child to child. If you are unsure of what is expected, please ask.
- ❖ 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.
- ❖ Please let the school know if your literacy or numeracy is an issue for you at home so that we can support you further.

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

Ours is an inclusive school and the needs of all children will be considered in the planning of any trip or event. School trips are planned meticulously using County's Risk Assessment format, which will include individual risk assessments where needed. Staff allocation will be informed by this process. Parents may be involved at all stages of the planning and delivery of any school trip or event to ensure success

How accessible is the school environment to children with SEND?

- ❖ The school is fully compliant with Disability Discrimination Act requirements. Please see our **Accessibility Plan** <http://woolenwickjm.herts.sch.uk/wordpress/wp-content/uploads/2014/10/Accessibility-plan-2015.pdf>
- ❖ 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.
- ❖ We make reasonable adjustments to our environment, as required and with support from an outside agency. For example, if children have a hearing or visual impairment, equipment such as radio aids or specially adapted computers are provided by specialist services if needed.

What support will there be to assist my child when they are leaving this school OR moving on to another class?

Change can be difficult for all children to manage but can be a particular challenge for those with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

We encourage parents/carers to visit with their child(ren) before they begin. Information is sent to us by their previous school, including information about any special needs or disabilities. New pupils are given help to settle into their new class. All parents/carers of new pupils receive an information pack about school procedures and routines.

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.

- Secondary schools also hold information evenings for pupils and parents/carers, and sometimes run special sessions for children who might find transition difficult.
- The Inclusion department generally meets with the receiving SENCO to discuss individual children's SEND issues.
- If necessary, we can arrange for children transferring to secondary school, who might find it difficult, to make extra visits to their new school to help them to get to know it.

What support will there be for my child's overall wellbeing?

We are a happy school. Your child's emotional health and wellbeing is paramount and we pride ourselves on our inclusive environment. Class teachers are regularly reflecting on the wider wellbeing of the individuals in their class. The school has clear policies and guidelines around such things as medical administration, equality and behaviour and bullying, which you are welcome to read or discuss further as necessary.

Day to day, all children's emotional health is well supported with such things as PSHE sessions in class, phase assemblies and some children may additionally be offered additional support, through social skills work or the use of social stories. Also, children may have individual support in place, such as a reward chart.

We have:

- a robust Child Protection Policy in place; we follow National & LA Guidelines.
- a vigorous Behaviour Policy is 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.
- 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, supported by the Family Liaison Worker, who do an excellent job of supporting children on the playground.
- a variety of lunchtime clubs for children to attend.

What shall I do if I am unhappy with the school's 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.

How can I find information about the Local Authority's Local Offer of services and provision for children and young people with SEND?

You can access the Hertfordshire Authority's Local Offer at <http://www.hertfordshire.gov.uk/sendstrategy>

The Herts Additional Needs Database (HAND) provides information for parents and carers of children with additional needs. You can contact them via the link below and you will be able to sign up for newsletters, receive a range of information as well as

receive concessions for certain leisure facilities.
<http://www.hertsdirect.org/services/edlearn/css/hand/>

You can also access the Autism Education Trust (AET) offer at
<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/policies-and-procedures/autism-quality-offer-summary.pdf>

Any questions?

Please talk to us! We truly believe that an open, honest conversation is the best way to resolve any problem you might have. If you do not feel able to do this, The Parent Partnership Service may be able to answer any questions you have or support you in talking to us.

Parent Partnership Contact Details: sendiass@hertfordshire.gov.uk 01992 555847

Next review date – October 2019