Wendover C of E Junior School SEN Information Report 2018-19

This report sets out what we offer for children with SEN (Special Educational Needs). This report is updated every year.

What kinds of SEN do we support?

Wendover C of E Junior School is a mainstream Church of England Junior school which provides for children with a range of special educational needs including those with:

- Communication and interaction needs; this includes speech, language and communication difficulties including autistic spectrum conditions
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health needs
- Sensory and/or Physical Needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

How do we identify children with SEN?

As a school with a strong Christian ethos, we acknowledge and celebrate the fact that each child is unique and is a valued part of our school community.

Teachers and learning support assistants work closely with children and check that they are understanding the lessons and making progress, both academically and socially.

We will always contact a parent if we have a concern that a child may have a special educational need and fully involve parents in the identification of their child's needs. We will listen to parents if they contact us with concerns about their child's progress.

The school uses Buckinghamshire's Graduated Approach, which sets out the differing ways by which all children and young people's SEN are identified and met. There are three levels.

- Universal support – ensuring the best outcomes for all (Tier One) – support for all. Buckinghamshire's approach starts with lessons which offer support and challenge for all.
- Early SEN Support for some children (Tier Two) – Where a child identified with SEN does not make expected progress, we will offer more intensive support with an individualised SEN Support Plan.
- Continuing SEN Support for a few children (Tier Three) – After a SEN Support Plan has been reviewed and refined over a few cycles, we may need to involved other people. Sometimes, a few of these children may need the extra support of an EHCP (Education, Health and Care Plan).

Our Special Educational Needs Co-ordinator (SENCo) is Mrs Jennifer Bartlett. She can be contacted on 01296 696 822 or admin@wendoverjunior.co.uk

Our Special Educational Needs Governor is Ms Lynne Heaton. She can be contacted on admin@wendoverjunior.co.uk.

How do we involve parents of children with SEN in their education? How do we involve the children?

The partnership between home and school is important to us at Wendover.

We value the support of parents in helping us to enable all children to meet their full potential.

We work closely with both parents and children to agree outcomes and to plan how we will all work together towards these, and then to review progress. We agree targets for the children and then work on how to help the children achieve them. We monitor their progress carefully, by watching them in class and at social times. We also assess their progress with some tests, e.g. spelling tests. We communicate this progress with you in a variety of ways:

- Parents' consultation evenings for all children are held twice a year (November and February) and an informal drop-in session is held during the end of Summer Term to discuss the child's end of year report. It is up to you to decide if you think your child should attend this meeting.
- If parents have concerns which are more immediate and cannot wait until the next formal review, they are welcome to arrange a meeting with their child's class teacher and/or the SENCo.
- Parents are always able to informally speak to class teachers at the end of the school day – teaching staff are available at the gate at this time.
- Parents of children who get Early SEN support and Continuing SEN Support will be invited to a termly SEN Review of the support offered. Children, LSAs, teachers and any relevant specialists are invited to these reviews and may also give their views in writing, if they prefer.
- Parents of children who have EHCPS are also invited to an annual review of the support offered. Children, LSAs, teachers and any relevant specialists are invited to these reviews and may also give their views in writing, if they prefer.

How do we help children join our school and move on to secondary school?

We encourage all new children to visit the school before starting.

For children with SEN, where possible, we have planned transition meetings with the previous school to ensure that we are well prepared to meet the additional needs of the child starting at our school.

We begin to prepare children for transition into Year 7 by holding SEN review meetings that a representative from the secondary school is invited to attend. All children have a chance to visit their new school before the end of the academic year and where necessary additional visits are arranged for children with SEN. Sometimes these additional visits are supported by an advisory teacher from the Specialist Teaching Service team.

How do we make <u>what</u> we teach and <u>how</u> we teach it appropriate for children with SEN?

We offer a broad and balanced curriculum for all children, including those with SEN. Please look at the school website for information on the exciting curriculum the children enjoy.

Teachers are responsible for the progress of all children and lessons are well differentiated to ensure success and progress for everyone.

Support for with SEN begins in the classroom, but depending on their need, some children may require access to personalised resources or adaptations may be made to the physical environment. At times, children with SEN may require additional support outside of the curriculum to achieve the desired outcomes. This support is closely matched to the individual needs of the pupil and may include:

- Individual, pair or small group activities to teach specific skills
- Individual, pair or small group intervention programmes. The programmes offered are to boost and support learning and are delivered by a learning support assistant.

All interventions are monitored by the SENCo. Interventions may support a particular aspect of learning such as reading and comprehension or maths, but we also offer social/nurture support to enable children to develop communication and social skills and increase their self-esteem.

What special skills and expertise do you have in school?

All staff undertake training in various aspects of SEN according to the needs of the children to ensure that the support given to pupils is appropriate and effective.

Training needs of staff are reviewed as part of the CPD process.

Some Learning Support Assistants are trained to run specific programmes.

Some staff have undertaken Team-Teach training to support children with particular behavioural needs.

All Teaching Assistant are supported by the SENCo to work effectively with individual children.

Our SENCo attends Buckinghamshire LA's SENCo liaison briefings.

How do we know if SEN provision is effective?

All children are monitored throughout the teaching process. The progress of all children in school is assessed during the assessment weeks that happen three times each year.

This progress is then discussed as part of Pupil Progress Meetings with teaching staff, the Headteacher and the SENCo.

SEN provision is also included in the school's annual monitoring cycle through lesson observations, monitoring the quality of SEN Support Plans, observations of interventions and learning walks with a specific focus on SEN.

For children with SEN, we regularly review their progress towards agreed outcomes, assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate all progress against age related expectations.

When we run intervention programmes, we assess how successful they have been and use that information on how to best run them in the future.

The Governor for SEN meets regularly with the SENCo to monitor the effectiveness of SEN provision.

How are children with SEN helped to access activities outside of the classroom?

All children are included in activities and trips following risk assessments where needed, and in accordance with duties under the Equalities Act 2010.

We talk to parents when planning trips so that everyone is clear about what will happen.

What do we do to support the wellbeing of children with SEN?

We actively encourage all children to talk to their teacher if they have a problem. We listen to the views of children with SEN though the pupil comment section on the Pupil Profile that is completed for review meetings and through positive relationships between adults and children.

When devising and reviewing SEN Support Plans, children are supported to complete an 'All About Me' document, which gives them a say about what is important in their lives.

Bullying is not tolerated and we take it very seriously.

We help to prevent bullying of pupils with SEND by providing awareness and training to all school staff on the understanding of our anti-bullying policy, procedures and responsibilities. We regularly review school policies and ensure that all our pupils are protected from discrimination and bullying on the grounds of disability. Our Christian Values are embedded in the ethos of our school and underpin all of our relationships.

How do we involve other people in supporting children with SEN?

We have access to a range of special support services including:

- Specialist Teaching Support Team (Run by Bucks CC, including Hearing Impairment Team, Communication and Interaction Team, Down Syndrome Team etc).
- Therapies Team (Physiotherapy, Occupational Therapy, Speech and Language Therapy)
- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing Service
- Children's Social Care
- The Virtual School for Children who are Looked After

We also refer children to a range of other support services, including Young Carers.

How do you compliment us or complain about SEN provision at our school?

In the first instance, please contact the class teacher or the SENCo. If you wish to take it further, contact the Headteacher.

The School's SEND policy is on the school website here…

The school's Complaints Policy is here…

The Local Offer

The school's link to the Bucks Local Offer: Information for the Local Offer for Buckinghamshire County Council is available at www.bucksfamilyinfo.org/localoffer.