

# Wendover C of E Junior School

## SEN Information Report 2020-21

This report sets out what we offer for children with SEN (Special Educational Needs). We update this report every year.

### **COVID-19 Update**

Although we aim to offer the same support as we usually do, the restrictions caused by Covid-19 have meant that we are not always able to offer the same level of provision as we would like.

We are trying to be flexible, open and innovative in our provision but please note that the following report and offer should be read with the following constraints in mind:

- **Learning at home:** It is not always possible to provide this level of support to children who are learning at home. We aim to adapt learning resources to individual needs. We also aim for all work to be accessible to children with limited or no home technology. Where possible, we may be able to provide 1:1 support.
- **Staff availability:** When staff are unwell or are self-isolating, it may not be possible for them to support your child in the usual way. It may not be possible for another member of staff to support your child instead. Where this is the case, the class teacher will support your child in the first instance.
- **Bubbles:** Children are learning, playing and eating in year group bubbles. Where possible, Learning Support Assistants are working in one year group only. Therefore, it may not be possible for a Learning Support Assistant to move to a different year group to cover a short-term absence. In this case, the class teacher will support your child in the first instance.
- **Classroom support:** Classrooms are being run and organised differently because of the Covid-19 restrictions. Children are sitting two to a table in rows, facing the front. They are working in pairs or independently. We are unable to facilitate group work at this time. Teachers teach from the front of the classroom. Learning Support Assistants are supporting children in classrooms, but not sitting near the child for long periods of

time. They will visit children frequently for short periods of time or work with them 1:1 / in a small group in a more open space, e.g. the resource area or an empty classroom. Staff may be wearing visors, rather than masks, to enable children to see facial expressions and promote better communication.

- Interventions: We spent the first part of the autumn term allowing the children to settle back into the school routine. Therefore, individual interventions started later than usual and will be reviewed later in the year. This will allow children to have a fair chance of working towards their targets, before they are assessed.
- SEN Support plans: For the same reason, these also started later than usual and will also be reviewed later in the year than usual.
- Parent meetings/SEN Reviews: SEN Review meetings will be held termly, either virtually or by telephone.
- External services: We work with a wide range of external services, e.g. CAMHS, the Specialist Teaching Service, the School Nursing Service etc. These services are not under our control. We can refer children to them but have no control over the decisions the various service provider make. External services are also restricted by the Covid-19 limitations. Some services are running a virtual “teletherapy” approach: others are still visiting children in school. All services are extremely pressured and waiting times for visits or assessments are quite long.
- Staff resource: Please note that the SENCO aims to deal with all queries and issues as quickly as possible. However, there are over fifty children with Special Educational Needs and it may be that the SENCO is dealing with another child’s needs when you would like to discuss your child with her. The SENCO is usually available at the Year 3 / 4 school gate for a quick catch-up, unless the matter is confidential. Parents are requested to email / telephone in the first instance, during Covid-19 restrictions.

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If you have any further questions, please contact the SENCo at [admin@wendoverjunior.co.uk](mailto:admin@wendoverjunior.co.uk)

## 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, including children with Attention Deficit (Hyperactivity) Disorder (ADHD)
- Sensory and/or Physical Needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

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## 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.

Our vision states that ‘..... all children and adults at WCEJS have the opportunity to flourish as individuals’

One of our 3 strategic goals:

Children flourish: Every child, regardless of background or starting point, improves, grows and flourishes

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.

We may seek assessment via the County Council’s Cognition and Learning Team, Speech and Language Therapy, Occupational Therapy etc. Parental consent will be sought for these assessments.

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.

- **Nearly all children:** 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.
- **Some children:** 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.
- **A few children:** 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 involve other people. Sometimes, a few of these children may need the extra support of an EHCP (Education, Health and Care Plan). If this is the case, parents or the school can apply for an Education and Health Care Needs Assessment. The decision on whether

or not to carry out this assessment is made by a panel convened by Buckinghamshire County Council.

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

Our Special Educational Needs Governor is Ms Lynne Heaton. She can be contacted on [admin@wendoverjunior.co.uk](mailto:admin@wendoverjunior.co.uk).

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## 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 welcome to email / request a telephone call from class teachers during the Covid 19 restrictions.
- 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.

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## 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 plan 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. A representative from the secondary school is invited to attend.

Under 'normal' circumstances, 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. Visits may have to be virtual, depending on current Covid 19 restrictions.

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## How do we make what we teach and how 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 with the class teacher, but depending on their need, some children may require

1. Access to personalised resources or adaptations may be made to the physical environment. For example, some children will need movement breaks, sensory resources, fidget toys, different coloured paper etc.
2. Individual, pair or small group activities to teach specific skills, usually linked to a target.
3. Individual, pair or small group intervention programmes. The programmes offered are to boost and support learning and are delivered by a Learning Support Assistant.
4. Classroom support from an additional adult to enable children to access the classroom curriculum. Learning Support Assistants work with children with SEN to enable the child to be as independent as possible and access the mainstream curriculum. Learning Support Assistants support the children with SEN in a particular class and will work with several children. All Learning Support Assistants work with a range of children and no child is expected to have an adult with them at all times: all children are encouraged to be independent where possible.

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.

All children with SEN have an individualised SEN Support Plan, which is a live document and changes as the child's needs change. The Plan is formally reviewed once a term as part of the SEN Review process. Parents, children,



class teachers, learning support assistants and the SENCO are part of the review process. The Plan has three parts:

1. The Header Page: This is made up of information about the child and their needs. It is updated termly or as required. Relevant details about reports and assessments are added.
2. Provision: This is the standard provision made for that child, e.g. movement breaks or a reading overlay.
3. Targets: These are the areas that the child is working on. Most children have about five targets. Some children (especially those who work with several external specialists) may have more.

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## 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 or Step On training to support children with behavioural needs.

All Learning Support Assistants are supported by the SENCo to work effectively with individual children.

Our SENCo attends Buckinghamshire LA's SENCo liaison briefings.

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## 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.

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## How do we help children with SEN 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. We will prepare children for trips so that they know what to expect.

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## 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 through the pupil comment section on the Pupil Voice 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.

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## 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 Buckinghamshire County Council, including Hearing Impairment Team, Autism, 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 / Family Support Service
- The Virtual School for Children who are Looked After

We also refer children to a range of other support services, including Young Carers and the Pupil Referral Unit.

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## 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. The school's Complaints Policy is also on the school website.

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## 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](http://www.bucksfamilyinfo.org/localoffer).

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