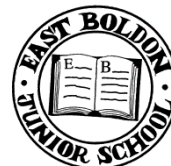


East Boldon Junior School

SEN Information Report 2020-2021



Special Educational Needs Co-ordinator- Mrs Gartland

Head Teacher – Mr T Shenton

Contact with the Head Teacher or SENCo is via the School Office, 0191 5362030.

Introduction

All South Tyneside Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. The broad areas of SEND needs are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Issues
- Sensory and/or Physical

Here at East Boldon Junior School, we are a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their potential. It may not list every skill, resource and technique we use in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Children may transfer to us from the Infants school having had an SEN need identified or they may be identified as having SEN when their progress has slowed or stopped and the interventions, resources etc, put in place do not enable adequate improvement, throughout their time in the Junior School. Once this occurs, we use pen portrait documents and child centred plans which help to support their development and speed up progress. Children with SEN at East Boldon Junior School make good progress and achieve in line with other schools nationally. Other useful documents such as our SEN and Equal Opportunities Policy are available on the school website. If you would like further information then please do not hesitate to contact the school directly on 0191 5362030.

By law, the Local Authority has to publish the arrangements for SEN, and further details are available in the Local Authority Local Offer (www.southtyneside.info/sendlocaloffer). All schools receive funding in their budget to allow them to provide for pupils with SEN, and have the freedom to make the necessary arrangements using existing staff, or look for advice and support from outside the school.

At East Boldon Junior School we accept that Parents and Carers need to feel confident that the school has systems in place which make it possible for us to offer appropriate provision to meet the needs of every child within our care. Parents will be listened to and their views respected. When children have additional needs and advice from outside agencies is needed, parents will want to be fully informed and involved; and need to trust the school to respond to any need as quickly as possible.

When a child is experiencing difficulties with their learning the class teacher would usually be the first point of contact and the person to ask if you have any questions about your child's difficulties.

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 targeted work or additional support) and letting the Special Educational Needs/Disabilities Co-ordinator (SENCO) know as necessary
- Writing a Child-Centred Support Plan for children identified as having an additional need and sharing and reviewing these with parents biannually.
- Ensuring that the school's policy is followed in their classroom and for all the pupils they teach with any SEND.

Supporting your child may involve the school Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for:

- Developing and reviewing the SEN Policy for the school.
- Co-ordinating all the support in school for children with Special Educational Needs or Disabilities (SEND)
- Liaising with all external agencies who come into school to help support your child's learning, e.g Speech and Language, Occupational Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all records of your child's progress and needs are kept).
- Providing specialist support for teachers and support staff in the school, so that they can help support children with additional needs in the best possible way.
- Ensuring parents are involved in supporting their child's learning and kept informed about the support their child is getting and reviewing how they are doing.
- Monitoring and evaluating SEN provision and reports to the Governing Body

The Head Teacher has the overall responsibility for co-ordinating Special Educational Needs/Disabilities. As well as:

- Ensuring that all those who teach a pupil with an Education health care Plan or child centred plan are aware of the nature of the document
- The Head Teacher must ensure that the Governing Body is kept up-to-date about issues relating to SEND.

When a child has SEN and/or a disability, the school and its Governing body are required to fulfil the

following duties. (Children and Families Bill 2013):

Schools and Governors must ensure:

- The necessary provision is put in place for any pupil who has SEN.
- That when the Head or a nominated Governor has been told by the Local Authority that a pupil has SEN, those needs are made known to everyone who is likely to teach or support that pupil.
- Teachers are aware of the importance of identifying and providing for any pupils who have SEN.
- That a pupil with SEN and/or a disability joins in the activities of the school together with other pupils, so far as is reasonably practical and, at the same time, allows the pupil to receive the special educational provision that the learning needs call for and there is efficient use of resources.
- They report to parents on how the school's policy for pupils with SEN operates.
- That when the school feel that there is a need for additional training for staff, attempts will be made to put this in place.
- The school will follow the guidance in the Code of Practice when carrying out its duties towards pupils with SEN.
- The school will make sure that parents are informed of a decision by the school that SEN provision is being made for their child and, where appropriate, the pupil is involved in discussions about what is being put in place.

Schools must ensure that:

- Pupils with SEN may need additional support as they move between phases. This may require additional visits or support from staff with this.
- They identify pupils who have SEN and make sure that they are provided for in line with the Code of Practice.
- They appoint a SENCO who is a qualified teacher.
- They invest in whole school training and targeted training for staff when necessary and appropriate to the learning needs of the children within their care.
- Inclusive teaching and support is genuinely embedded in the school and that all teachers understand that they are all "Teachers of SEN".
- They provide information on school arrangements for SEN to parents and governors.
- They consider what may be needed for future pupils with a disability.

Governors must ensure that they:

- Appoint an SEN Governor who will oversee the arrangements for SEN in the school. The Governor with responsibility for SEN is Mrs M. Skevington.
- Know how many pupils in the school have SEN.
- Know how much money the school gets for SEN and make sure that budget arrangements are in place to let the school fulfil their duties to provide for the pupils who have SEN.
- Review and approve the SEN Policy.
- Monitor the expenditure on SEN.
- Monitor the progress of pupils with SEN and make sure the provisions written in Education Health and Care Plans are made.
- Make sure that SEN provision is part of School Improvement Plan.

- Publish on the school website the SEN Policy and a description of the arrangements and specialist provisions made in school for pupils with SEN.
- Detail their arrangements for dealing with complaints from parents of children with SEN concerning the provision made at the school.

Children with additional needs will require different types of support according to their difficulties. Most support will come from within school and will be from their class teacher working alongside support staff.

We believe in early identification so that the right kind of support and resources can be targeted. Occasionally this may mean extra support from a classroom-based teaching assistant or joining a small group to access a particular intervention programme. On some occasions further assessment may be needed from an outside professional (e.g. Speech & language, Educational Psychologist.)

The first stage is “initial concerns” – where either the parent or teacher identifies there may be some difficulty or gap in understanding. There is closer monitoring of the child’s progress. If the child continues to cause concern they would be given SEN Support and a Child-Centred Support Plan would be agreed with the parent. The targets on this plan would be reviewed biannually by the child, parents, class teacher and SENCO. We would want to work closely alongside parents to do the best for the children in our care.

In some cases the school would seek an assessment of a child’s needs by more specialist Professionals and a child may be given, from September 2014 an Education and Health Care Plan (EHCP). Children who currently have Statements of SEN will transfer to the EHCP in line with Local Authority timelines.

Where a child has a Child-Centred Support Plan or EHCP the teacher will discuss the key targets with the child so they are aware of their learning goals.

Assessing the progress of pupils with special educational needs

All pupils are assessed throughout their daily work and occasionally through more formal written tests. Children with SEN will be supported during assessment and additional tests may be used to gain further understanding of their difficulties. School will put in any access arrangements required as part of their provision e.g. a scribe, reader or additional time. Progress is tracked at least every half term and attainment recorded. This is analysed by the class teacher and SENCO and is available to the DHT/Assessment Co-ordinator and Head Teacher. Where there is little or no progress steps are taken to provide further support in consultation with the child, parents, classteacher and where necessary, the SENCO. It may be necessary to seek support from outside agencies e.g. Educational Psychologist, Speech and Language Therapy etc. This will be discussed with all stakeholders.

How we evaluate effectiveness of provision

Provision for Special Educational Needs is under constant review. Policies are updated at least annually and take current legislation into account. The experienced SENCO attends training courses and network meetings throughout the year. Termly meetings to discuss progress and concerns regarding children take place with class teachers and the Educational Psychologist, and Child-Centred Support Plans are prepared bi-annually.

Findings from school self-evaluation and monitoring, and the report of the Link Governor for SEN are reported to the Governing Body.

The progress of disadvantaged and children with special educational needs is a focus of the School Improvement Adviser's termly visit.

Summary of Provision made by East Boldon Junior School

Group	Entitlement
1. All children and young people	<ul style="list-style-type: none">● Trained SENCO with QTS who has a direct link to the Senior Management Team.● SEN Policy, with provision and practice in place.● Accessibility Plan in line with Equality Act 2010.● Information on Inclusion and SEN provided to <u>all</u> parents/carers.● SEN Governor.● SEN Development Plan.● Inclusive ethos and curriculum.● Range of teaching strategies and learning opportunities.● Range of ICT equipment.● Target setting, tracking process and being involved in their new targets.
2. Children and young people with additional needs (SEN.) (Previously School Action and School Action Plus.)	As above, plus: <ul style="list-style-type: none">● Assessment of: learning environment; grouping of children/young people; teaching styles; curriculum materials; individual children's/young people's physical, sensory, and cognitive barriers; children's/young people's social and emotional needs and other relevant circumstances.● Additional and different provision such as individualised or small group planning.● Increased use of ICT resources.● Staff collaboration with specialists within the school and with outside agencies.● More detailed planning incorporating specialist information.● Increased classroom and small group support.● Environmental adaptations if necessary.
3. Statutory provision as specified in a Statement of SEN or an Education Health and Care Plan (EHCP.)	As above, plus: <ul style="list-style-type: none">● Detailed planning and tracking.● Individualised programmes in several areas of the curriculum.● Arranging the provision specified in Part 3 of a Statement of SEN or EHC Plan.● Arranging the annual review of a Statement of SEN or EHC Plan and submitting recommendations to the LA.

School entitlement offer to pupils with additional needs

The school knows that the needs of each and every child are different and will require bespoke modifications and provision to fulfil their academic and emotional requirements. However, the school takes advice from the Local Authority and makes good use of the Ranges Document to ensure that children receive recommended, quality provision and evidence based interventions which provides a consistent approach across South Tyneside.

South Tyneside Ranges

South Tyneside have developed a Ranges system to develop continuity across the authority however they are currently under review. Documentation can be found on the LA SEND portal.

<https://www.southtyneside.gov.uk/article/62047/SEND-Portal>

A child will be ranged using the documentation stating presentation and interventions required. Provision for children on the SEN register at East Boldon Junior School may follow this structure.

Range One -

(Managed by class teacher)

- A learning need has been identified
- A One Page Pen Portrait is used for information sharing (updated termly by teacher)
- Small modifications are needed to help the child to access the learning e.g. writing slope, pencil grip, scaffolded planning sheet, adult prompting
- The child is making some academic progress but may be one or two terms behind their peers.
- Parents evening is as per the rest of the cohort

Range Two -

(Managed by class teacher and SENCO)

- A learning need has been identified
- A One page pen portrait is used for information sharing (updated termly)
- A child centred plan (CCP) is written between parent and teacher with the SENCO present, using up to three targets (updated termly)
- Some bespoke interventions / group interventions / 1:1 is required to support academic progress
- Academic progress is present but may be slower than expected. The child will not be working at age related expectations and may be three to five terms behind.
- Parents evening is at a different time and attended by the class teacher and SENCO where the CCP is written / reviewed (around 30 / 40 minutes)

Range Three

(Managed by class teacher, SENCO and external agencies)

- A significant learning need has been identified

- A One Page Pen Portrait is used for information sharing (updated termly)
- A Child Centred Plan (CCP) is written between parent and teacher with the SENCO present, using up to three targets (updated termly)
- There is a greater need for bespoke interventions / group interventions / 1:1 may be required to support academic progress
- The child will not be working at age related expectations and may be over six terms behind
- There is a greater need for wider curriculum modifications
- Often, there are additional agencies involved with the child and their family (early help, Mental Health Team, CAMHS, CYPS, EP). Advice supplied by the agency is used to support work in school and may form part of the CCP targets
- Parents evening is at a different time and attended by the class teacher and SENCO where the CCP is reviewed (around 30 / 40 minutes)
- Where progress is minimal, or has slowed or stopped, after two cycles of targeted support, SENCO may apply for an EHCP (Education, Health and Care Plan) to the Local Authority. School must be spending over £6000 on the child, for an application to be successful so all intervention must be accounted for. This is reliant on excellent record keeping by the class teacher and supporting teaching assistants.

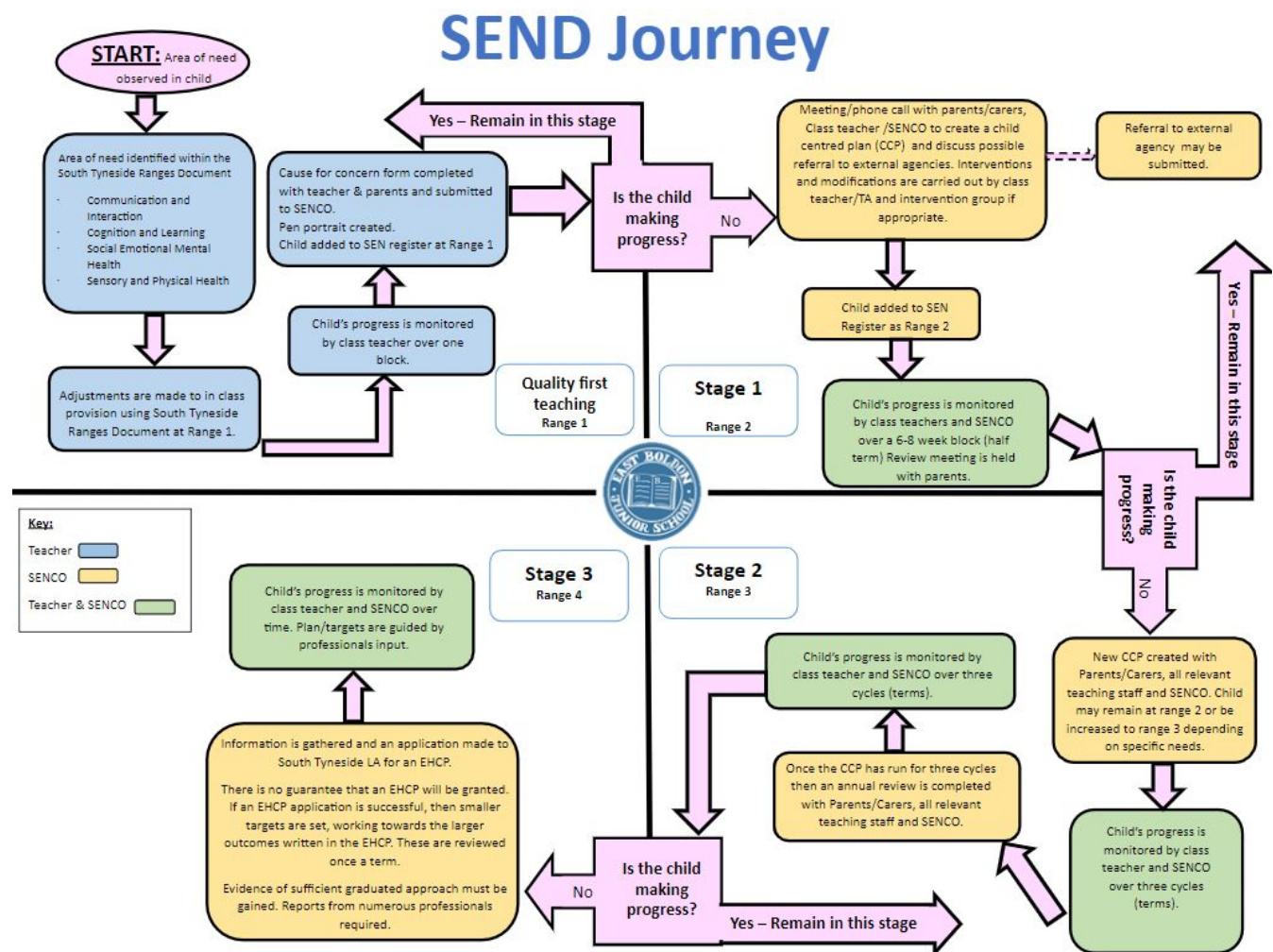
Ranges Four and Five

(Managed by class teacher, SENCO and external agencies including the Local Authority)

- A profound learning need has been identified
- A One Page Pen Portrait is used for information sharing (updated termly)
- A Child Centred Plan (CCP) is written between parent, teacher and SENCO with up to three targets
- There is a greater need for bespoke interventions / group interventions / 1:1 is required to support academic progress
- There is a greater need for wider curriculum modifications
- There is significant involvement from other agencies involved with the child and their family (early help, Mental Health Team, CAMHS, CYPS, EP). Advice supplied by the agency is used to support work in school and may form part of the CCP targets
- Parents evening is at a different time and attended by the class teacher and SENCO where the CCP is reviewed (around 30 / 40 minutes)
- A formal annual review of the EHCP takes place once a year. Paperwork is submitted to the LA but *no significant changes* are made to the document unless the child is in Y2 or Y6. (Points of transition) An annual review of a child in Year 6 will take place in the Autumn Term. Here, the parents get the chance to 'name the school' that will provide secondary education or request a place at specialist provision.

At East Boldon Junior School, our Register of Special Educational Needs is a fluid document where the support for our learners is increased or decreased depending on the progress that has been made. This will always be in consultation with all stakeholders. We use a plan - do - review approach towards setting and reviewing targets, in line with the SEN Code of Practice (2014).

The following flowchart demonstrates our SEN cycle of needs.



Public Examinations (SATs) and Teacher Assessment

School follows the procedures for accessing public examinations as set out in DfE guidance. If a child needs a scribe for the test this would become normal classroom practise with the same adult so that the child was comfortable with the procedure. Sometimes a child may complete the test in a quiet room but again this would be standard procedure. Decisions about the additional support will be discussed with teachers during Pupil Progress meetings and with parents during review or parents evening meetings.

Children in year groups other than year 6 will be supported by teaching assessments to enable them to show their capability in more formal testing situations.

Extra Curricular Activities and Out-of-School Visits

A range of extra-curricular activities take place at lunchtimes and after school. All pupils can apply for places on these activities but sometimes numbers are limited. Y6 pupils attend a residential week at Dukeshouse Wood, Hexham. Staff, at the centre, are trained to include all pupils and will adapt activities to meet the needs of the children. Support towards payment can be offered to those children who access Pupil Premium Funding. Educational visits are an important part of our Curriculum and give the pupils valuable real life experiences to support their learning. No child will be excluded from a visit because of their additional needs. Alternative means of transport may be used where children are unable to travel by coach or on public transport. Risk assessments are completed to ensure that access arrangements are suitable.

Transition between Schools and Phases of Education

When children transfer into East Boldon Junior School at the beginning of KS2, or into secondary education at KS3 we meet with key staff from their current or new schools to share information. For children with SEN, further meetings are held between the schools and the child's parents so that a full picture of present and future needs can be built up.

All children visit their new schools at several times throughout the year but extra visits are arranged for SEN children so that they can become familiar with the staff, the building and the school routines before they start. We have found that this enables a smooth transition between phases.

Any child transferring into/out of East Boldon Junior School during KS2 is invited to visit the school with their parents and information is transferred between schools.

Staff training

Training of staff is carried out mainly by LA representatives and Educational Psychologist support. Specialist training is also accessed from outside providers when there is a particular need. Staff are also encouraged to update their own CPD by attending relevant training.

Recent whole staff training has included:

- Attachment training
- Child Protection Level 2
- Team Teach
- Strategies to support dyslexia and dyspraxia
- Developing Emotional Health and Well Being
- Support for Autistic pupils
- Support for pupils with dyscalculia

- Grief and Bereavement support for children
- Circle of Friends
- Kidsafe

Primary SENCo Network meetings are attended by Mrs Gartland.

School seeks advice from a range of other specialists and specialist teachers as required e.g. support from Specialist Teacher from Educational Psychology team for children with specific difficulties, Services for Young People, Emotional Resilience Team. The school nurse gives specific training for medical needs annually and whenever concerns arise during the year.

Five members of staff have completed Paediatric First Aid training and two members of staff have completed First Aid at Work training. Two members of staff have completed Mental Health Champion training and attend the network meetings.

External agencies who may work with Children with Special Educational Needs (SEN) at East Boldon Junior School

Educational Psychologist (EP)

We buy into the service of our Educational Psychologist, David Lumsdon. Termly meetings decide the support and assessments required. Parental permission is required for input from our Educational Psychologist. The Educational Psychologist's work and support to the school involves:

- Assessment and monitoring of individual children
- Support to families of children with SEN
- Advice, support and training to the SENCo and the staff

Educational Mental Health Practitioner (EMHP)

We are supported in school by an Educational Mental Health Practitioner who works within the NHS Mental Health Team. Our named personnel is: Julie Porter. Our staff, including teachers, can make a referral for children who are suffering from low level mental health concerns for a short term intervention. These may include: worry, anxiety, friendship issues amongst others. If you think your child may benefit from this short term intervention, please contact your child's class teacher in the first instance.

School Nurse

The school nurse plays a vital part in checking the children's health at various stages and is available for support with medical conditions. She is able to offer support and advice to parents, pupils and staff.

Ruth Marsh 0191 2832965

Early Help Advice Team

The Early Help assessment process (previously known as the Common Assessment Framework or CAF) is to be used to assess the needs of children and their families who require support at a low and targeted level, to plan who will support that child and family and to review the effectiveness of that plan.

Telephone: 0191 4246214

Services for Young People

Youth Support Lead – Vanessa Rathbone 0191 4246311

Service is for school attendance, early help and intervention, careers education, information and guidance, participation and outdoor education, safe guarding and early help training.

Examples of other agencies who may be involved in the support of a child with SEN include:

- Occupational Therapy
- Speech and Language Therapy
- CAMHS
- CYPS
- The Place (Looked After Children)
- Emotional Resilience Team

If you have any concerns about your child's SEN, progress or provision we would urge you to come into school and discuss matters further with your child's class teacher or the school SENCO. Although school complaints procedures are in place (***See Complaints Policy on web page online***) we would always hope to resolve any issues or concerns informally by working in partnership with parents.

The Governor with responsibility for Special Educational Needs is Mrs M Skevington.

Note

Parents can contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

Phone - 0191 4246345

Email - parentpartnership@southtyneside.gov.uk

The Code of Practice is available at:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This School Information report will be reviewed at least annually.

Next Review: September 2021

Signed T. Shenton Head Teacher L. Gartland SENCO