

Together Everyone Achieves More



THE SEND INFORMATION REPORT

EXHALL JUNIOR SCHOOL

How pupils are identified and assessed

Pupils with Special Educational Needs are identified in a number of ways at Exhall Junior School.

- Parental concerns.
- By tracking the progress of pupils using our tracking system called Insight.
- Termly pupil progress meetings.
- The pupil themselves may indicate that they are finding work too difficult or other issues.
- Teacher may identify difficulties through observations; work in books or through conversations with the child.

Our first response to difficulties is to ensure that we provide high quality teaching including an adaptive curriculum (that the work set is challenging to ensure progress but not hard so it cannot be accessed). If the concern continues we will meet with parents and pupils and discuss ways we can help with the difficulty - this can be by providing targeted support or intervention (initially for 2 terms). If after targeted intervention/support we still have concerns about progress then we can undertake a number of specialised assessments in Reading, Spelling, Maths and writing – this is usually undertaken by a specialist teacher from the Specialist Teaching Service. We can also access

support from an Educational Psychologist, the Speech and Language Service and the Integrated Disability Service. This usually takes the form of an initial assessment and then recommendations or a programme of targets set for the child that have to be worked on over a specified time frame based on the Assess, Plan, Do and Review process.

Sometimes problems with learning have an emotional or social base and we provide Emotional support here. Staff and pupils are asked to complete a Goodman's assessment so that we can identify areas to support either on a 1:1 basis or within a group session. We have a well established Nurture group provision in our school which enables our pupils to develop the skills needed for learning. For this, pupils are assessed using the Boxall Profile, which assists in identifying areas which need to be targeted. Where appropriate, children can also benefit from our lunch time group and Lego Therapy.

We assess all our pupils on entry to our school for phonics, reading, writing, spelling and maths to ensure that they all have a good start and any difficulties are identified quickly and early.

Once a student has been identified as having a SEND need they will then be placed (only with parental permission) on the SEND register. This register will document which area of need they require additional support with. There are broadly 4 areas of need where a student can experience difficulties; Cognition and Learning, Communication and Interaction, Physical and Sensory and Social, Emotional and Mental Health. The SENDCo will talk through which area or areas of need your son/daughter is having difficulty in during your initial meeting and how you can support at home.

How pupils and parents are consulted, involved and take part in review

Following the child's class teacher and SENDCo reviewing an Individual Education Plan (IEP) parents and pupils are invited to share their views through a method and time most suitable for them e.g. face-to-face meeting or phone call.

- Pupils are a key part in this discussion, so that they are able to be involved in the decisions that are made about their learning (this may take the form of pupil questionnaires, pupil voice or attending the meeting).
- If a pupil is nervous about this, we will ensure a trusted adult is able to talk things through with the pupils so that they can take an active part in the meeting.
- In review meetings we aim to consult parents about the provisions being planned for the term and ask if they have any suggestions for targets, concerns or questions they would like to ask.
- Both parents and pupils are encouraged to share their opinions on the work that is going on as well as celebrating the achievements that have been made.

Parents and children are also invited to attend EHCP and Statement annual reviews once a year.

How pupils are supported during times of transition

Transition to secondary school:

- Schools visits are organised where possible; we also transfer SEND information (electronic and files) detailing provisions provided while they were a student at Exhall Juniors.
- The Specialist Teaching Service run or support transition packages for SEND pupils.
- Pupils can be accompanied by trusted adults to new settings and questions are asked and answered until pupils are confident about their new setting.
- All files are transferred to the new setting. Meetings take place between the new teachers and current class teachers and between the two school SENDCOs to pass on important and personal information.

Transition within the school:

- Our more vulnerable children who would find transition a time of anxiety and stress we offer extra transition times with their new teacher/s. After the identified transition day in July we also plan time for the children and new teacher to meet once a week until the end of term. During this time relationship can be built and any questions can be answered through a relaxed and fun environment.

If your child is joining us from another school:

- The SENDCO will visit the previous school when appropriate and liaise with the current school's SENDCO, pastoral team and class teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school (in-year transition):

- The SENDCO will visit the new school when appropriate and liaise with the new schools SENDCO, pastoral team and class teacher.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- Your child will be able to visit their school and stay for a taster session, if this is appropriate.

The approach to teaching pupils with Special Educational Needs

Quality first teaching is at the forefront of our philosophy at Exhall Junior School and we advocate classroom-based learning and activities alongside peers. Work is adapted so that all the learning in the class (regardless of whether a child has SEND or not) can make progress and are involved in new and classroom-based learning. We use reasonable adjustments to ensure multi-sensory and over learning whenever possible. The curriculum is progressive and subject leaders and teachers are aware of how to support students with different types and levels of need.

We work to ensure that all pupils, including those with Special Educational Needs, are able to take part in the full life of the school - this may mean additional staffing to ensure pupils get the most out of all activities. Some pupils are supported in English and Maths with special programmes - these are often drawn up with advice from outside agencies such as IDS or the Educational Psychologist. The majority of our interventions take place outside of English and maths lessons so that all children can learn with their peers in class. For children with more complex needs specialist teachers are brought in to plan alongside the classroom teacher so that the best provision can be provided.

We have Nurture Provision, learning mentor, Lego therapy and SEMH support at school, to provide all round and holistic opportunities for our pupils.

How adaptations to the curriculum and environment are made

We adapt the curriculum by breaking it down into small steps for our pupils and provide specialist teaching in small groups where we can and when it is necessary (mainly for pre-teaching and over-learning sessions). We seek advice and guidance from outside agencies such as: physiotherapist, OT, Speech and language, Specialist Teachers, Integrated Disability Service and our Educational Psychologist as to the learning environment and make adjustments when advised.

We have made adaptations for visually impairment pupils with bright paint and flat entrances and exits to the buildings. We also have specialised equipment for visually impaired pupils such as writing slopes, classroom magnifier (Connect 4) and PE equipment.

We have additional lunchtime supervision for pupils who find this time challenging who have received specialist training.

We have a place of safety for dysregulated pupils to have time to calm down before continuing with lessons. In addition to this, we have a learning mentor who is on hand to pick up students who feel they need extra support who is able to listen, support and give strategies too.

We also have additional materials, which are specific to the needs of our pupils who need support for example specialised ICT programs such as WIDGIT. We have an outside learning area and where possible make sure the learning is kinaesthetic (hands on) and multi-sensory. The adaptations made reflect the nature of the needs in school at any given time, which is adapted and reviewed with each new cohort of students or when a new student who has specific needs has joined the school.

We have toilet and hygiene facilities for any pupils with additional physical needs.

More information about the accessibility of our curriculum and premises can be found on our school's Accessibility policy which can be found on the school's website.

The Expertise and training of staff

All Staff undertake regular training and CPD (continuing professional development). Staff training is based around the children who are currently on roll and their needs – training is on-going and is updated regularly.

Isabelle Dickens is the SENDCo and Inclusion Lead at Exhall Junior School and has completed the 'National SENDCo' award.

Support staff are employed to ensure that all of the needs of our most vulnerable children are met and this is reviewed termly. Our support staff hold a variety of different skills and these are matched to the children they work with. Skills held by our staff currently include:

- Expertise in Attachment and Trauma and in Emotional Coaching and restorative practices
- Experience and trained in working with Autistic Pupils (most teachers and TAs have AET level 1 training)
- Nurture trained TAs who run an accredited Nurture provision
- TA Trained in LEGO therapy
- Experience of delivering extra support for EAL pupils using EMTAS guidance and assessments
- Forest school trained
- Trained in the Reading and Language intervention programme or Reciprocal reading programme
- Read, Write Inc Trained
- Trained in delivering the inference and deduction programme
- Success at Arithmetic maths programme
- Speech and Language
- MOVEs (gross motor skills)
- Boomerang (resilience programme)
- WellComm

This list represents the collective skills of our support team.

How the effectiveness of the provision is evaluated

At Exhall Junior School the teachers are incredibly effective at assessing and evaluating both themselves and the provision given to ALL children. All lessons are evaluated including assessing how particular groups or individual children do.

Intervention groups are evaluated termly looking specifically at progress and impact using entry and exit data.

A report is sent to the school leadership team and the school Governors each term detailing SEND needs and provision at Exhall Junior School.

After every assessment a pupil progress meeting takes place. Teachers meet with the senior leadership or subject specific coordinators and with the SENDCo. An action plan is drawn up to assist in identifying and supporting pupils in all vulnerable groups and identifying children who have not made sufficient progress and why this might be including children identified as having a SEND need.

It also has to be noted that pupils with complex learning needs sometimes make very small steps in improvement and outside agency advice and assessment is sought for pupils who are slow to progress.

All our extra provision such as precision teaching, Toe by Toe and Speech and Language packs are all progress based – whereby the child is base-lined before the provision starts and again afterwards to accurately measure progress made by all the children – this is either done by the school or by an external specialist.

The progress of all children is reviewed termly.

How pupils with Special Educational Needs are included in activities

Exhall Junior is an inclusive school where all children regardless of their abilities are supported and able to part-take in all activities we offer. Where appropriate we will make adjustments to the curriculum, environment and activities so all children can access them.

The support available for emotional and social development, including pastoral support

Within the framework of SEMH there are a number of different groups we run which provide support in emotional regulation, social skills and improving self-esteem– delivered by a range of staff. We mainly use the Talkabout and Blacksheep programmes as directed by external agencies. In addition to this Mrs Randle also delivers LEGO therapy which promotes making friends, team work and speaking and listening skills.

Mrs Hough (our children’s learning mentor) delivers programmes to help children in many areas. These include: Coping with anxiety; bereavement groups; Time to Talk; emotional resilience, growth mindset, anger management and Self-esteem.

Nurture is a provision that is used to support pupils to become ready to learn, understand their emotions and to understand empathy. It takes place four afternoons a week by Mrs Randle and Miss Phillips and is accredited by the Nurture Society with the Marjory Boxall award.

We also offer Outdoor Learning which enables pupils to work together in the environment to promote self-sufficiency and group work which builds self-esteem and co-operation – all students have access to this for at least a term.

We also have a school worry box where children can write down any concerns or worries – these are then picked up by Mrs Hough who deals appropriately with each ‘worry’ in a safe and confidential way. This also deals with online issues that maybe being experienced as it is a growing concern nationally.

Arrangement for the Admission of Disabled Pupils

Admission to, Exhall Junior School, a mainstream school is through the usual [school admissions process](#).

The SEND code of practice states that parents of students with an EHCP may request a place at a particular school. It sets out the rights of parents and the responsibilities of schools and local councils. Schools and local councils must consider the education of other children at the school when deciding on a placement.

For Students without an EHCP a place at the school cannot be refused based on their SEND need or due disabilities.

We have taken steps to ensure that disabled pupil have access to the school including;

- accesses and participation in the school's curriculum,
- delivery of information and its accessibility
- the physical environment including facilities and access to the different areas of the school

Detailed information can be found on the schools Accessibility Plan and in our Medical Policy which can all be found on the school's website.

How the views of pupils are listened to

- Pupils are encouraged to talk during lessons during discussion time, through the PSHRSE curriculum and can access their teacher when appropriate (e.g. break-time, once whole-class input has been completed)
- Pupils are also encouraged to respond to teacher feedback and by highlighting their own work using a red, yellow and pink traffic light model.
- Pupils who are shy and find it difficult to talk are provided with time with a trusted adult to enable them to find their voice. They are encouraged to talk to a member of staff they feel safe with or can use the school worry box.
- Pupils are invited to annual reviews and to termly IEP reviews to discuss progress and provision.
- We have class reps for various curriculum areas where children are encouraged to give their views on a number of subjects.
- Children who have IEPs are encourage to assess their progress, discuss future targets and complete a pupil questionnaire.

The measures taken to prevent bullying

- Bullying can happen in any school; at Exhall Junior School we use a programme called CPOMS to record concerns about a student including bullying or bullying type behaviours. This gives us a process to monitor incidents so that we can provide appropriate counselling for both victims and those responsible for bullying incidents.
- We have a worry box so that pupils can write down any issues they have; anonymously if needed.
- We also meet and greet each child every morning in school (at the school gate, by the Learning Mentor and by class teachers) this enables us to spot signs that students are not happy coming to school. Extra midday supervisors are available for lunch time nurture is we feel a student may benefit from this.
- We also have very involved parents who are very good at keeping us informed about any worries their children may have.

How the school involves health, social care and other bodies in meeting needs and supporting families

We actively work with the health and social services to provide all round support and care for our pupils. We attend meetings and provide information with outside agencies to support pupils. We also seek training and guidance for children who require additional support.

We carry out work and aim to meet any advice given by other services to support pupils in a school setting. We write to other agencies usually within 24 hours of a request for information.

We support the notion of Early Help to support families across a range of services and with a range of needs.

How do I make a complaint about the provision my child is receiving?

We endeavour to deliver an individualised programme of provision for children within the school. However, if you were to become unhappy with the provision your child was receiving the first person to speak to would be the school SENDCo – Miss Dickens - who will try to resolve any concerns and work with you to adapt or change provision given. If this was not resolved satisfactorily the Head Teacher, Mr Mann, would then listen to your concerns and together with the SENDCo to find an amicable resolution.

The Warwickshire Local Offer: - <https://www.warwickshire.gov.uk/send>

The Children and Families Act 2014 requires that all local authorities compile and have available a list of resources and support for parents who have children with additional needs. Warwickshire's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have special educational needs and/or disabilities.

Please take the time to look at the Local Offer for Warwickshire by following this link - <http://www.warwickshire.gov.uk/send>

SENDIAS

SENDIAS provide advice, information and support on matters relating to special educational needs and disabilities (SEND).

They aim to work in partnership with parents, children and young people in order to achieve positive outcomes. Provide information to help parents, children and young people to be fully involved and make informed decisions about the outcomes they wish to achieve. Ensure the views, wishes and feelings of parents, children and young people are heard and valued by all professionals. Develop positive relationships between parents, children, young people and all agencies involved, including schools, colleges, the local authority and voluntary organisations.

For more information about SENDIAS please click on the following link: <https://www.family-action.org.uk/what-we-do/children-families/sendias/warwickshire-parent-partnership-service/>

They can provide:

- Impartial and confidential advice by telephone or email
- Individual casework
- Help with preparing for, and supporting at meetings
- Liaison across a range of agencies
- Support for parents and young people during an Education, Health and Care (EHC) assessment
- Access to an Independent Supporter during the EHC assessment
- Support during the transfer of a Statement of SEN to an EHC Plan
- Advice on school-based support for children and young people with SEND who do not have an EHC Plan in place
- Help with writing letters, reports and filling in forms
- Advice on policy and practice including the Local Offer, Personal Budgets, the law on SEN and Disability, Health and Social Care
- Support in resolving disagreements, including help with preparation for mediation and tribunals
- Advice on exclusions
- Signposting to local or national sources of advice and support.

Links for references to school policies and government guidance mentioned throughout this report

Below are the Links to policies or document referenced in this report

Schools Website – policies page

Local Offer

<http://www.warwickshire.gov.uk/send>

SENDIAS

<https://www.family-action.org.uk/what-we-do/children-families/sendias/warwickshire-parent-partnership-service/>

This report complies with the following legislation:

Section 69(2) of the Children and Families Act 2014

(<http://www.legislation.gov.uk/ukpga/2014/6/section/69>)

Regulation 51 (<http://legislation.gov.uk/uksi/2014/1530/relulation/51/made>) and schedule 1

(<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>) of the Special Educational Needs and Disability Regulations 2014

Section 6 of the ‘SEN and disability code of practice: 0-25years’

(<https://www.gov.uk/government/publications/send-code-of-practice-0-25>)

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