



Shelton Junior School

*SEND School
Information Report
September 2018*





Shelton Junior School

This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement, 'Together, we learn, trust and succeed'.

Shelton Junior School is an inclusive school where diversity is celebrated.

FAMILIES FIRST QUALITY AWARD

In June 2017, Shelton Junior School were awarded the Families First Quality Award Certificate of Achievement. This is a recognised award which shows that SEND provision is good within school and six standards of multiple elements of provision have been met.

What is SEND and SEND support?

SEND stands for special educational needs and, or a disability.

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children and young people (CYP) of the same age.'

High quality teaching is that which is differentiated to meet the needs of the majority of children. Some children will need something *additional to and different from* what is provided for the majority of children; this is the special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

This SEND policy details how Shelton Junior School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. We will ensure that staff in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with SEND to join in the activities of the school.

Derby's Local Offer

Within Derby there is much information about types of Special Educational Needs and Disabilities with services and provision available for those with additional needs. You can find information about what is available in Derby at www.derby.gov.uk/sendlocaloffer.



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You can view our school's Local Offer description on our school website www.sheltonjuniors.co.uk and on the [Local Offer education directory](#).

Who are the best people to talk to at our school about my child's difficulties with learning / SEND?

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working with. All teachers are teachers of SEND students.

Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND students requires partnership working between all those involved - LA, school, parents/carers, students, children's services and all other agencies. Teachers are the first port of call for any concerns you have as a parent.

The SENCo is responsible overall for:

- developing and reviewing the school's SEND Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEND register (a system for ensuring that all the SEND needs of students in our school are known) and making sure the records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in our school, so that they can help students with SEND in the school to achieve their best.

The SENCo is also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

The kinds of SEND provided for in our school are:

Cognition and learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)



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- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Social, emotional and mental health difficulties include:

- Behavioural, emotional and social difficulties (BESD)

Communication and interaction needs include:

- Speech, language and communication needs (SLCN)
- Autistic spectrum disorders (ASD)

Sensory and/or physical needs include:

- Visual impairment (VI)
- hearing impairment (HI)
- Multi-Sensory impairment (MSI)
- Physical disability (PD)

A child may have more than one specific area of need.

How are children with SEND identified at our school?

A student who is identified as needing provision additional to or different from that provided as part of normal class activities will need to be discussed with the SENCo if despite receiving differentiated learning opportunities he /she:

- *Makes little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness;*
- *Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;*
- *Presents persistent emotional or behavioural difficulties which do not respond to behaviour management techniques employed by the school;*
- *Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;*
- *Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.*
- *Makes slow progress in developing literacy and mathematics skills;*
- *Has emotional or behavioural difficulties which substantially and regularly interfere with the young person's own learning or that of the*



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class groups, despite having an individualised behaviour management programme;

- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.
- The SENCo maintains a register of pupils identified through the procedures listed. This list is reviewed consistently throughout the term and any changes are informed by and to, parents and teachers

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCo uses whole school tracking data as an early identification indicator. The observations of staff in school and any parental concerns are also noted. A meeting would be made with the class teacher, SENCo and anyone else who works closely with the child wherever there are concerns. Should referrals need to be made to outside agencies then parental permission would be sought and parents notified at each step. A half termly meeting with parents will be held with the class teacher as a minimum standard.

ASSESS, PLAN, DO, REVIEW

SEND support in school is based on four types of action
ASSESS, PLAN, DO & REVIEW

Assess

We use a number of additional indicators of special educational needs.

- the analysis of data
- following up teachers concerns from observations in class
- following up parental concerns
- reports from TAs in contact with the child
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from external agencies



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- analysis of behaviour monitoring

Plan

Where it is decided to provide a pupil with SEND Support, the parents **must** be notified. The teacher should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions.

Review Process

Targets are to be reviewed at the end of a strategy and/or intervention, with input from the student, parent/carer, teachers, and learning support staff and outside agencies (if applicable).

Students with an Education and Health Care Plan have set short term targets which have been established after consultation with the parents/carers and the individual student and include targets identified in the statement of SEND.

These targets will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers.

All EHC plans will be reviewed annually with the review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the plan. Students participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

The SENCO, class teachers and TA's will then discuss the outcome of the in-school review and inform the LA representatives. At the Annual Review at the



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end of KS2 the aim should be to give clear recommendations as to the type of provision required at secondary school

Our School is:

Shelton Junior School is a mainstream school catering for children between the ages of 7-11/years 3-6. It is a one storey building with wheelchair access throughout. We have a large field as well as quiet picnic areas and shaded shelters. We have disabled access toilets and ramp access into the building. We are a nut free school and have meals cooked on site. Shelton Junior School aims to be as inclusive as possible and we work closely with families to help support in a number of ways including Early Help Assessments, EHCP applications, Family learning, Curriculum events and SPOA referrals. Our school has a full time Family Learning Outreach Worker (FLOW) and a full time safeguarding (DSL) officer who works with a number of families needing different types of support. After school and extra-curricular provision is accessible to all children including those with SEND. All children have an equal opportunity to go on all school visits and extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

Different types of support available at our school

Teachers are all trained in supporting SEND children within the classroom and during bespoke interventions. TAs and teachers have specific updated training on ASD, ADHD, Attachment and trauma and various other needs.

- Teachers adapt planning to support the needs of all children
- Teachers use a variety of teaching styles and cater for different learning styles to allow for an inclusive curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

Specific group work intervention includes:

- 1:1 or group interventions for reading, writing and maths
- 1:1 interventions to deliver speech and language activities



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- working with the FLOW or in nurture to support pupils with social and emotional needs
- working with the Family Learning Outreach Worker, together with parents

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Pre-teaching
- Regular breaks between activities
- Leaving lessons early
- Use of colour overlays
- Visual timetables
- Part time timetables

There are many more bespoke interventions and adaptations that may be put in place depending on individual pupils needs.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively. Your permission will be sought before any referral is made and you will be kept informed of any recommendations and outcomes. The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How progress is measured

Each child's progress is continually monitored by class teachers in the classroom. Feedback from intervention leaders is provided to teachers about pupil's progress and this information is reviewed at Data Action Learning Planning (DALP) meetings each half term. Parents meetings are held to review personal targets. Parent/carers of a child who is on the SEND register will be invited to a half termly meeting to discuss specific SEND needs and ongoing provision.



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The progress of a child with an EHC Plan is formally reviewed at an annual review.

The SENCo along with the inclusion team will also monitor that the child is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions such as lego therapy or nurture group. The evaluation of this provision will inform what happens next according to the child's changing needs.

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, in the first instance, speak to your class teacher.

If you have concerns that your child has an unmet special educational need after speaking to a class teacher, you should contact the SENCo.

What support is there for my child's overall wellbeing?

The school employs a Family Learning Outreach Worker (FLOW) who works with nurture groups and individuals, where a concern regarding behaviour or social and emotional difficulties has been identified. Children who have more complex needs can be referred to the emotional wellbeing service or a SPOA (Single Point Of Access) can be completed to access help from other agencies. The school operates a meet and greet routine for children who may struggle at the start of the school day. There is limited provision for children to attend a breakfast/nurture club in the morning which provides a settled environment. Every child can access the following provisions if required:

- Buddy system
- Peer work
- Group work
- Playground friendship stop
- Playground pals
- Personalised behaviour support
- Additional transition support
- Visual timetables
- Fiddle busters
- Pop up tent/safe space



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- Quiet room/nurture facility at dinner times
- Lego therapy
- Nurture group based on Boxall profiling

This may also involve working alongside outside agencies such as health or other specialist services, such as educational psychologists, specialist behaviour teachers and CAMHs (Child Adolescent Mental Health services). The school uses an educational psychologist to assess children when a child is not making progress, following a period of time when interventions have been put in place. Referrals to speech and language therapists will be made where a need is identified by parents or teachers or the school nurse if other health needs are identified.

How is SEND support allocated to children at our School?

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.'

- Children who are underachieving and failing to meet targets have interventions in and out of class.
- Children are moved on to SEND support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of children who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- Children with more complex needs who may also require support from outside agencies would be classified as SEND support (previously School Action Plus).

The school budget is received from Derby City Local Authority, which includes funding to support children with SEND. This is currently around £6,000 per pupil on the SEND register per academic year which is called 'SEN Notional funding' and equates to approximately 10 hrs support per week.



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The Head teacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school. The Head teacher, business manager and SENCo discuss information they have about SEND including:

- children already receiving extra support
- children needing extra support
- children who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary.

Where it is apparent that a child needs more support than the SEN notional funding can provide, top up funding can be applied for and if given, used to provide extra support for that child within school.

Who else could support your child with their SEND needs?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Family Learning Outreach Worker (FLOW)
- Educational Psychology Service / STePS (Specialist Teaching and Psychology Services)
- Educational Welfare Officer

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (Local Authority)
- Multi-agency team
- SENDIASS (formerly parent partnership)
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care



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- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
 - Fun&bility
 - Disability Direct
 - Derby City Parent and Carer Forum
 - Voices in action
- And many more...

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEND?

We support parents in a variety of ways:

- Invited to attend termly parent meetings to discuss setting and reviewing learning targets
- Access to our FLOW and DSL to discuss any issues or help with Early Help Assessments (EHA)
- Resources sent home to support targets set
- Sharing of information regarding any interventions your child receives
- Meeting with external agencies so that your views are shared
- Information provided on a dedicated page on our website
- Information provided through newsletters or leaflets we receive

How does the school support children with medical conditions?

The school follows 'Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014.

The school has a nut free policy and adaptations to the curriculum and playtime/dinner time arrangements will be made where needed. If a child needs medication within school then a plan will be put in place. Medical conditions which require a specific care plan to be in place will be written in conjunction with parents and school staff. All staff are epi pen trained and most staff have up to date first aid training.



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How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEND and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- we will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child
- records about your child are passed on as soon as possible.

When moving classes in school:

- information will be passed on to new class teachers. All relevant information will be shared.

Starting school

- Visits to school: We welcome parents and children to come and visit our school to see if we meet the needs of your child.
- Parent sessions: Throughout the term you will be invited to reading breakfasts and curriculum events.
- Share records: We speak to the child's previous school about your child's development and receive any relevant files from that school.
- Extra transition will take place for children who need more support.

From Infant to Junior school

- Visits to school: Visits to our school are arranged for specific transition weeks. There are also whole class transition afternoons. Extra transition can be timetabled in for children who need it.
- Parent sessions: A parent's evening is arranged in June each year to welcome new parents to our school and to provide all the necessary information. The school's website contains a lot of information for parents to access, including a dedicated page and email address for parents of children who have SEND.
- Share records: Our SENCo liaises closely with the Infant SENCo to share information and records about your child to ensure a smooth transition.



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- *Transition meeting:* We have close links with the local infant school and have an extensive transition programme, which includes a transition week in the summer term, allowing your child to experience English and Maths at our school. The DSLs at both schools liaise closely to ensure additional transition support is put in place for vulnerable children, which includes extra visits, activities and lunch.

Transition from Key Stage 2 to Key Stage 3:

We have good partnerships in place with the local secondary schools.

- Transition meetings with staff from both schools are held in the summer months.
- Record sharing is carried out and our SENCo will pass on all information.
- Enhanced transition, which includes visits and activities with designated members of staff
- Extra support for tests, assessments and examinations will be considered as and when necessary.

What are the admission arrangements for Shelton Junior School?

Shelton Junior School follow local authority admission arrangements. Please see <http://www.derby.gov.uk/education-and-learning/schools-and-colleges/primary-school-admissions/> for further information relating to admissions.

How will my child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life and your child will be included in the half termly parent meetings to discuss personal targets and things that are working or not working. Learning outcomes and targets will be shared with your child and they will be included in setting their own targets. Teachers will discuss with your child any behaviour strategies that are in place in the classroom. Your child will be involved in assessing their work and behaviour.

Your child's views can also be expressed through regular meetings of the School Council, School's Food Committee and Investors in Pupils.

If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own Outcomes.

What training have the staff had about SEND?



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There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school. For example:

- Differentiation,
- ADHD (Attention Deficit Hyperactivity Disorder)
- ASD (Autism Spectrum Disorder)
- Dyslexia
- Attachment and trauma
- Applying the new Code of Practice
- Epi pen training
- IEP writing

What if I want to complain?

At Shelton Junior School we operate an open door policy and strive to communicate with parents at all times. For this reason we would hope to solve any issues immediately by meeting with you and discussing your concerns. The class teacher or SENCo will always be available and will try their best to reach a positive solution. Alternatively the Head teacher is available by appointment to discuss your complaint and in cases where an agreement is not reached the governor responsible for SEND is Mrs Angeline Thorne and the chair of governors is Mrs Leanne Powell.

Linked documents on the school's website include:

- Behaviour Policy
- Child Protection Policy
- Intimate Care Policy
- Moving and Handling Policy
- SEND Policy
- Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014.

SENCo	Kristyne Baker	Signature: KBaker	Date: September 2018
Head Teacher	Tracie Riley	Signature: TRiley	Date: September 2018



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<i>SEND Governor</i>	<i>Angeline Thorne</i>	<i>Signature: AThorne</i>	<i>Date: September 2018</i>
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This report will be reviewed again by September 2019.