



Bilton Church of England Junior School

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There are no outsiders @ BJS - everyone is welcome

www.biltonjuniorschool.co.uk

This information document aims to explain how we support children with special educational needs at Bilton C of E Junior School.

Aims of our SEND Provision:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is, "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need: communication and interaction; cognition and learning; social, mental and emotional health and sensory/physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continued professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.



Definition of SEND (taken from the Special Educational Needs Code of Practice 2015)

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010- that is- '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The kinds of special educational needs (SEND) for which provision is made for in the school

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.



- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or

- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body/head teacher a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How does the school know if children need extra help?

We monitor the progress and development of *all* children regularly: through whole school tracking of attainment outcomes; observations of the pupil; feedback from the child themselves; parent views and in some cases concerns raised by other professionals from external agencies. The children who are not making expected progress are discussed at Achievement Team Meetings within year groups, where provision for further support for the child is identified and arranged.

Where a child's progress is *significantly slower* than expected, or where their wider development or social needs are causing particular concern; then a child's class teacher will meet with one of the school's SENDCOs. Together they will



consider whether there may be special educational needs requiring extra help over a longer period of time in order for them to make better progress. If decided, a meeting will be held with parents to discuss next steps and the child will be placed on the SEND register.

The SEND register is a schools record of which children are receiving sustained intervention above and beyond Quality First Teaching and differentiation.

What should I do if I think my child has special educational needs? How can I raise concerns if I need to?

It is really important that you share your concerns with your child's class teacher. At BJS, we believe that parents know their child best and all our staff will always listen when you have concerns about your child's development. Your child's class teacher can be contacted via the school office either by phone call or e-mail and face-to-face meetings can be arranged if/when needed. This may result in a referral to the school's SENDcos who are:

- Mrs K Webb - Year 3 and 4
- Mrs A Chesney - Year 5 and 6
- They can be contacted via the school office.

How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided with to pupils with SEND is monitored through a number of processes that include:
 1. Classroom observation by the senior leadership team, the SENDco, external verifiers,
 2. Ongoing assessment of progress made by pupils with SEND
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,



4. Teacher meetings with the SENDco to provide advice and guidance on meeting the needs of pupils with SEND,
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. Attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services to overcome any disadvantage experienced in schools and increase with access to the taught curriculum.
 - Action relating to SEN support will follow an assess, plan, do and review model:
 1. **Assess:** Data on the pupil held by the school will be collated by the class teacher/send teacher/SENDco in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/SEND teacher with advice from the SENDco.
 3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.



If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will be undertaken after parental permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care plan (EHC) being provided.

How will teaching be adapted for my child's SEND?

Your child's class teacher will differentiate their planning, teaching and learning environment to support your child's special educational needs within everyday lessons. Additional members of staff such as learning support assistants (LSAs) may also be available to support children in class and in interventions outside of the classroom to meet the child's immediate targeted learning needs. BJS also employs a full time SEND teacher (also the year 5/6 SENDCO) who runs small group interventions in a separate home-from-home classroom known as The Burrow. Where deemed suitable, we also have a 'nurture-style' provision run in The Burrow by the SEND teacher and Home-School Support Worker which targets social skills with the aim that these can be developed in order to help the children access their learning back in the classroom.



How will school support my child?

If your child is on the SEND register, termly meetings will be held with class teacher, child, child's parents/carer, home school support worker and the SEND teacher. During these meetings, discussions will take place around successes and potential barriers to learning. After which, targets will be reviewed and new ones agreed.

The school has a range of additional support structures which can be drawn from to aid your child accessing the curriculum:

- Learning Support Assistants
- SEND teacher
- Home School Support Worker
- Intervention programmes
- Liaison with external agencies
- Extra termly meetings
- Ongoing liaison between class teacher and SENDCO
- Pupil Personalised Target meetings

Our SENDcos oversee all support and evaluate the progress of all children requiring additional support across the school and report on this progress to the school's leadership team. Anonymised and collated progress data is also shared with the governing body, to ensure that pupils with unidentified SEND are making good progress and that expectations remain high.

How will I know how my child is doing and if the given support has had an impact?

Class teachers continually assess the progress of all children in their class, noting areas where they are improving against national expectations and where further support is needed. The impact of the extra support and intervention your child may be receiving will be formally evaluated termly and next steps for targeted support will be planned. Your views and the views of your child and any additional support staff, are greatly valued as part of this review process. We



hold formal termly meetings known as Pupil Personalised Target meetings (PPTs) for all of our SEND children whereby everyone will have the opportunity to share their views and feelings; this is in addition Parent's Evening and annual school reports.

Where a child makes sustained progress over time and no longer needs additional support to maintain this good progress, then they may no longer be considered to have SEND and can be moved off the SEND register. Again, this decision is one that is taken collaboratively with parents and all those involved in supporting the child.

How will parents be able to support their child's learning?

- At the termly review meetings we will discuss ways you can support your child with their learning.
- The school organises a number of parent workshops during the year. These are advertised in the school bulletin and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

What support will there be for my child's overall wellbeing?

- All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after all our children. We welcome and celebrate diversity at BJS and as a 'No Outsiders' school, promote the inclusion of all people. Our children have a good understanding of what 'No Outsiders' means and this helps in promoting the social and emotional well-being of all of our pupils, both inside the classroom and out.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCOs/SEND teacher for further advice and support. This may involve working alongside outside agencies.
- BJS also has a dedicated Home-School Support Worker who is available to support and advise both our children and their families. Mrs Hodgson is available to contact via the school office or can be approached at the school gates as the children come into school. Mrs Hodgson can support in obtaining help from other professionals or organisations where



appropriate. Both Mrs Hodgson and our SENDco/SEND teacher Mrs Chesney have strong links to our SEND children and provide continued emotional and social support for those that need it, listening to their views and putting in place additional measures of support where appropriate.

What specialist support does the school receive?

- The school receives advice and support from a range of outside agencies including Integrated Disability Service (IDS), Occupational Therapy (OT), Speech and Language Specialist (SaLT), Educational Psychologists, CAMHS (child and adolescent mental health service) and the School Nurse. Accessing advice and support from specialist agencies will always be done in close consultation and with the agreement of parents.

How will the school prepare and support my child when joining the school and transferring to a new school?

- We liaise closely with Infant School and High School staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We encourage all new children to visit the school prior to starting when they will be shown around the school and meet key members of staff. For children with SEND we would encourage further visits to assist with the acclimatisation to the new surroundings.
- We monitor all children closely during their time with us and understand that some develop later than others emotionally and may need additional support during times of change/transition.
- When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits which are accompanied by familiar members of staff. The children are given opportunities to talk about how they feel and extra support around transition may be extended.
- We liaise closely with the parents/carers of children with SEND and listen to the views of the child themselves as part of the transition planning process to ensure that you and your child are confident and as assured as possible to achieve a successful transition.



- As part of the annual review in year 5 for those children with statements or EHCPs options for the next phase of education will be discussed with the support of outside agencies where appropriate.

How accessible is the school environment?

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school has ramps at specified fire exits. We have a medical room in order to provide a safe place for the administering of any medicines needed and parking passes for parents of those children that need to be picked up by car from the rear playground. Ensuring the school environment and its facilities are as accessible as possible it is kept under regular review by the leadership team and the school's Governing Body. This is known as the Accessibility plan which can be found on the school website.

How is the decision made about what type and how much support my child will receive?

- SENDcos will use their best endeavours to follow recommendations given in EHCPs and from outside agencies.
- The class teacher alongside the SENDCos/SEND teacher will discuss the child's needs and in consultation with parents/carers agree what support would be appropriate.
- For those children with an EHCP support is review annually as part of the Annual Review with school staff/parents/carers/outside agencies and the child.

How will my child be included in activities outside the classroom including school trips?

- We adopt an inclusive practice and promote equal opportunities for all which means that all children are included in all parts of the school curriculum. Reasonable adjustments will be made to ensure that trips are successful for all.
- A risk assessment is carried out prior to any off site activity to ensure everyone's' health & safety will not be compromised.



How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. Your child's teacher will be keen to develop a relationship with all children in their class where they can feel confident and able to share their views and concerns at any time.

- There are particular times, such as when we are reviewing the progress of any additional SEND support your child has been receiving, when their views will be an important part of that review process.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that include:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the additional needs of pupils with SEND.
 3. For those pupils with the most complex needs, the school **may** be allocated additional educational needs funding from the Local Authority High Needs SEN Funding Allocation.
 - This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 1. Targeted differentiation to increase access to text
 2. In class adult support aimed at increasing skills in specific areas of weakness
 3. Provision of specialist resources
 4. Access to support from in-school sources e.g. family support worker
 5. Implementation of strategies from support agencies.

What if my child has medical needs?



Please see our separate 'Supporting Children in School with Medical Conditions

What training do the staff supporting children and young people with SEND undertake?

- We run a rolling programme of training, including this term: Autism Awareness, Clicker 7, Nurture, Team Teach, Equality Duties, particularly in relation to Disability and Attachment.

What should I do if I have a complaint?

The first person to contact is your child's class teacher who knows your child best through the school office: office@biltonjuniorschool.co.uk

If your concern remains, then please contact one of the school's SENDCos through the school office to arrange a meeting.

If you feel that your concern is not resolved, you can take your concern to the head teacher.

The school's formal complaint policy can be found on Bilton Junior School's website under 'School Information', 'Policies.'

Support Services for parents of pupils with SEND include:

SENDIAS (Tel 02476 366054) or visit their website www.family-action.org.uk/wpps

School Nursing Team (tel 03300 245 204 or email warwickshireSH&WBService@compass-uk.org)

We also work closely with the local Early Help Officers in order to be able to offer a coordinated approach to supporting children and their families where there is a multi-agency involvement. Please speak with either one of our SENDcos or Mrs Hodgson about this.

Family Information Service (tel 01926 742274 or visit their website www.warwickshire.gov/contactusfamilyinformationservice)



Link to Local Authority's Local offer:

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

Glossary of terms:

SEND - Special Educational Needs and/Disabilities

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (SEND Code of Practice 2014)

SENDco -Special Educational Needs co-ordinator - is a qualified teacher in a school who has responsibility for co-ordinating SEN provision .

EHC plan - Educational Health Care Plan An **EHC plan** is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.