

Our Information Report aims to explain how we support children with Special Educational Needs at Bilton C of E Junior School.

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 which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Our Aims for SEND Provision:

We have the freedom and choice to be ambitious for our Future

Our aim for SEND at Bilton Junior School is to provide, with our best endeavours, an inclusive education where all children will be taught a broad, balanced curriculum. We strive to provide an environment where pupils, parents and staff work in cooperative partnership, alongside external agencies and the Local Authority, to ensure that appropriate provision and reasonable adjustment is made so that the children can recognise and unlock their potential.

Who should I contact ?

Members of Staff

Mrs Alison Ravenhall	SENDCO	mrsravenhall@biltonjuniorschool.co.uk
Mrs Suzanne Hodgson	Home School Support	homeschoolsupport@biltonjuniorschool.co.uk
Mrs Jo Thomas and Ms Maxine Mison	Medical Needs Leads	office@biltonjuniorschool.co.uk
Mrs Kate Webb	Deputy Head Teacher	deputy@biltonjuniorschool.co.uk

What kinds of SEND are provided for and how will we support a child with SEND?

At BJS we support children with

-Cognition and Learning difficulties: how your child thinks, learns and understands the world.

-Communication and Interaction needs: how your child talks to, listens, plays and learns with other children and adults.

-Social, Emotional and Mental Health difficulties: how your child interacts with others, expresses their feelings and respond to problems in different situations, including changes in routines.

-Sensory and/or physical needs: how your child responds to their environment

Your child's needs may be supported in a number of ways

- 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 to pupils with SEND is monitored through a number of processes that include:
- Small group targeted interventions; where a difficulty is identified and specialised intervention is thought will have an impact.
- Targeted Individual work where appropriate
- Personalised Provision or adaptations where deemed suitable, often from recommendations taken from an external agency or EHCP.

We also have a 'nurture-style' provision run by our Home-School Support Worker and a highly experienced LSA, 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. And Mrs Hodgson, Mrs Ravenhall and Miss Watkins along with Mr Wilson's lunchtime team offer a structured support for those who find lunchtimes overwhelming, known as BLT (Bilton Lunch Team).

Children on SEND support will follow an Assess, Plan, Do, Review model, known as The Graduated Response:

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 and areas of support identified to enable the child to make enhanced progress

2. Plan: If review of the action taken indicates that "additional to and different from" the rest of the class is appropriate, evidence-based interventions will be identified, recorded and implemented by a trained LSA, Class Teacher or 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 outcome.

4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. This will be recorded and a date made for this review.

Pupils with a disability will be provided with reasonable adjustments to increase their access to a broad, balanced curriculum, for example auxiliary aids and services to overcome any disadvantage experienced in school.

If children are still not making the expected progress despite the delivery of high quality interventions, advice will 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 (EHCP) being provided

How are children with Special Educational Needs Identified and Monitored?

We work in close partnership with our feeder Infant Schools to ensure a smooth transition in order to continue to provide an effective learning environment for every child. Through discussion with our Infant school SENDCOs we will continue to provide appropriate support for each individual.

If through our internal monitoring a child is considered to have an area of difficulty and require additional support, the class teacher will raise a Cause for Concern with the SENDCO. Interventions will be put in place by the class teacher, however if the intervention is not showing to be effective Parents would then be invited in to discuss the next steps for the child; which may include being placed on the SEND register.

If you have a concern regarding your child's progress, please speak to your child's class teacher initially, they are the ones who know your child the best. Our SENDCO is available to join you if you require further information.

Our children with SEND are continually monitored through classroom observation; ongoing assessment of progress through in class and specifically targeted assessments; work sampling and scrutiny of planning to ensure effective matching of work to pupil need. Every class teacher understands their responsibility for the SEND children within the class and will through regular Achievement Team meetings recognise next steps which feed into targets set and agreed at our Personalised Pupil Target meetings which take place three times a year (twice in Years 3 and 6). These meetings provide a valuable opportunity for children, parents, class teachers and the SENDCO to celebrate success and reflect on areas of need, allowing families to take ownership of their child's learning goals.

How will school support my child?

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

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

Provision of additional resources

Our SENDCO oversees all support and evaluates the progress of all children requiring additional support across the school. She will then 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 identified with 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 children 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. This information will be fed back to you through our termly Personalised Pupil Target meetings, Parents Evenings and Annual Reports.

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 the process. 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 and provide an environment where children can feel confident and able to share their views and concerns at any time.

If your child has an EHCP you will be invited to an Annual Review. This is a child-centred meeting to review all areas of the child's development and discuss how we are preparing for their long term future.

Where a child makes sustained progress over time and no longer needs additional support to maintain this good progress, our team will discuss moving the child off the SEND register. Again, this decision is one that is taken collaboratively with parents and all those involved in supporting the child. The child will then go on to our monitoring and tracking register to ensure they continue to reach their potential.

How can I support my child's learning?

At our termly review meetings we will discuss ways you can support your child with their learning. During these meetings you will review the Targets your child will be working towards for the next term, you will also be provided with additional resources and ideas where appropriate so you can continue to support your child at home.

Daily reading and discussion is imperative, as well as regular Spelling Shed and Mathematics practice (online forums to which we subscribe as a school). These are considered vital in helping your child to be successful in their learning, building on areas the children have been learning in class.

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

We have a caring, understanding team looking after our children where all staff believe that children having high self-esteem is crucial to a child's well-being.

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 there is a Social/emotional concern the teacher will liaise with Home School Support and SENDCO for further advice and support. This may involve working alongside outside agencies.

Our dedicated Home-School Support Worker 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 Mrs Ravenhall 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) Autism Support Services (ASS) 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 you support my child during transition?

We have close working relationships with the staff of the local Infant Schools and High Schools. When receiving and transferring children to different schools we ensure 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 EHCP Annual Review process in year 5 options for the next phase of education will be discussed, with the support of outside agencies where appropriate. In the Autumn Term of Year 6 children with an EHCP will be reviewed and targets revised to recognise the needs of their Secondary development.

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 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 no-one's health & safety will be compromised.

What if my child has medical needs?

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

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

We run a rolling programme of training; this has included Autism Awareness, Clicker 7, Nurture, Team Teach, Equality Duties, particularly in relation to Disability and Attachment, Speech, Language and Communication needs.

Miss Gooch, Mrs Khan and Mrs Talbot are fully trained to run the MOVES programme created by NHS Occupational Therapy.

Mrs Ravenhall our SENDCO is fully qualified with the National Award for SEN Coordination qualification and is currently undertaking a 2 year Post Graduate Diploma in Specific Learning Difficulties and Inclusion. She has also undertaken the Speech and Language Classroom Communicators programme run by Warwickshire NHS Speech and Language department.

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 the school's SENDCO through the school office to arrange a meeting.

If you feel that your concern is not resolved, you can take your concern to the Deputy Head or 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.familyaction.org.uk/wpps

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

Our Home School Support Worker also works 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. You can also look at the 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)

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

EHCP- 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