Lowe's Wong Anglican Methodist Junior School

Special Educational Needs Information Report

At Lowe's Wong Junior School, we strive to ensure that all of our children, staff and families have a positive experience whilst being a part of our school community; we promote positive relationships as a key to successful learning.

Aims and vision

At Lowe's Wong Junior School, we work towards positive relationships for the whole of our school community; for adults as well as children.

Our vision is deeply rooted in love, unlocking potential and opening doors through our shared Christian faith.

Creating well-rounded individuals who flourish and celebrate life in all its fullness through a broad and balanced curriculum and wider opportunities; developing wisdom, knowledge and skills.

Treating each person as a unique individual, celebrating differences; showing dignity and respect for all.

Joining together on the same path, whatever the starting point, to guide one another to fulfil our full potential with hope and aspiration.

Our school values underpin all that we do.

Key members of staff

Whilst all staff have a responsibility to promote the emotional and mental health of the school community, staff with a specific, relevant remit include:

SENCO – Lisa Richmond

Mental Health and Wellbeing Lead – Mike Follen

Designated Safeguarding Leads (DSL) – Mike Follen, Tim Buckley

ELSA (Emotional Literacy support) TA – Tracey Wilmot

1. **What kinds of special educational needs does the school make provision for?**

   Lowe's Wong Junior School is a wholly inclusive establishment which caters for the needs of both staff and children. Where it is appropriate for a child to be in mainstream education, we provide a curriculum that meets the needs of every pupil.

2. **How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

   School will identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and from the KS1 feeder school prior to the child's entry into our school.

   School will monitor the progress of all pupils in order to aid the identification of pupils with SEN. This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

   If your child is identified as having difficulties making progress the school will set up a meeting to discuss this with you in more detail and to:
   - listen to any concerns you may have
   - plan any additional support your child may receive
   - discuss with you any referrals to outside professionals to support your child's learning.

   If you have concerns about your child's progress you should speak to your child's class teacher initially. Information from this will be shared with the SENCO where necessary.
   There may be circumstances where you need to discuss your concerns with the SENCO or Headteacher.

3. **a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?**

   In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This will include feedback from IEP (individual education plan) review meetings and pupil conversations.

   Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

   Each term, interventions are reviewed to identify how support is given throughout the school. This provision will then be evaluated to identify which interventions are to be used to successfully support pupils to achieve academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO, Head Teacher and SEN Governor and information is gathered from different sources. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

b) How will both the school and I know how my child/young person is doing and how will the school helpme to support their learning?

Parents are kept up to date with their child's progress through annual reports, parents' evenings, IEP reviews, and informal conversations.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up regarding the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

c) What is the school's approach to teaching pupils with special educational needs?

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims include:

- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress.
- To ensure all pupils take a full and active part in school life.

School will:

• Identify the needs of pupils with SEN as early as possible.

• Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

• Make appropriate provision to overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and Senior Leadership

Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

• Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.

• Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.

• Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular meetings between pupils and their teacher/ teaching assistant and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

d) How will the curriculum and learning be matched to my child/young person's needs?

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary.
Specific resources and strategies will be used to support your child individually and in groups.
Planning and teaching will be adapted as needed to meet your child's learning needs.

Provision for individuals will give consideration to the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is adapted where necessary.

- Providing where possible individual or group tuition where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

e) How are decisions made about the type and amount of support my child/young person will receive?

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The Senior Leadership Team of the school including the Head Teacher and SENCO determine how allocated resources are used to support individual pupils by discussing all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed. Other funding and resources is also available for some pupils via Pupil Premium.

f) <u>How will my child/young person be included in activities outside the classroom, including school trips?</u>

All pupils regardless of need are included in all aspects of school life. All activities outside the classroom, including school trips and residential visits, are carefully selected and planned to ensure that every pupil can access them.

g) <u>What support will there be for my child/young person's overall well-being?</u>

The school's curriculum is well rounded and includes the development of spiritual, moral, social and cultural awareness and understanding. For pupils with emotional or behavioural difficulties, specific one-to-one or small group support is put in place to support their social skills.

4. <u>Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details?</u>

The school's SENCO is Miss Lisa Richmond. She can be reached at lrichmond@lwj.org.uk or via the school office telephone on 01636 813432.

5. **a) What training have staff supporting special educational needs had and what is planned?**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we use funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

b) **What specialist services and expertise are available or accessed by the school?**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Lowe's Wong Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Nottinghamshire Educational Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Schools and Families Specialist Services
- School Nurse
- Occupational Therapy
- Physiotherapy

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

6. **How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?**

   The building is accessible to children with physical disability.
   We ensure that equipment used is accessible to all children regardless of their needs.
   After school provision is accessible to all children including those with SEND.
   Extra-curricular activities are accessible for children with SEND.

7. **What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?**

   The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
   The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
   All information from outside professionals will be discussed with you or, where this is not possible, in a report.
   IEP's will be reviewed with your involvement each term.
   Homework will be adjusted as needed to your child's individual needs.
   A home/school book may be used to support communication with you, when this has been agreed to be useful for you and your child.

8. **What are the arrangements for consulting young people with SEN and involving them in their education?**

   Pupils are involved in every step of their learning, including planning support and targets for the future, evaluating progress and celebrating successes. The review process for pupils with SEN takes into account the views of pupils.

9. **What do I do if I have a concern or complaint about the SEN provision made by the school?**

   If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or Head Teacher, who will be able to advise on formal procedures for complaint.

10. **How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

    The Governing Body has delegated the operational responsibility of coordinating involvement of other services to the Head Teacher and SENCO. This is fed back and evaluated regularly with the school's SEN Governor.

11. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

Parents will meet with any organisations or services involved with their child through regular review meetings. If a child has recently been assessed to have a special educational need or disability, school will provide contact details for the appropriate services or organisations to parents. Where necessary, referrals will be made to outside agencies with parental consent to access additional support for pupils.

12. How will the school prepare my child/young person to:

i) Join the school?

School will liaise with any KS1 settings to share any important information about your child.

ii) Transfer between phases of education (KS1 to KS2, primary to secondary etc)?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
- If your child would be helped by a book to support them to understand moving on, then it will be made for them.

In Year 6:

- The class teacher and the SENCO will discuss the specific needs of your child with the SENCO of their secondary school, and there are sessions for students with SEND as appropriate.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

13. Where can I access further information?

Further information can be found on the school website:

https://www.lwj.org.uk/

More details about recent reforms and the SEN Code of Practice can be found on the Department for Education's website at www.education.gov.uk/schools/pupilsupport/sen

Information on Nottinghamshire County Council's local offer can be found at www.nottinghamshire.sendlocaloffer.org.uk