Special Educational needs and Disabilities (SEND) Information Report

Linton Heights' Vision:

A learning community that together supports and provides challenge for all learners enabling them to overcome barriers to reach their full potential and thrive.
Well-motivated children, surrounded by high expectations, achieving rapid progress.
Pupils and staff are thoughtful individuals who together show kindness, responsibility and respect.

Together we learn. Together we thrive.

Introduction

Linton Heights Junior School aims to provide high standards of teaching and learning in an environment where each child is valued as an individual and encouraged to achieve his or her potential. We have high aspirations and expectations for children with SEND. We want to support children to be confident and happy. At Linton Heights Junior School, we believe that all children should have access to a broad, balanced, and relevant curriculum, which is differentiated to meet the needs of individuals. Extra-curricular activities and after school clubs are accessible for children with SEND. We are always happy to meet with parents if they wish to discuss the individual needs of their child.

What is the Special Educational Needs and Disabilities Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils, as determined by school policy and the provision that the school is able to provide. Schools refer to this as the Special Educational Needs and Disabilities Information Report.

Who is responsible for Special Educational provision in our school?

- The SENCo is Mrs Karen Graves.
- The governor responsible for SEN is Anjuli Riley
- Pastoral support – Class teachers, SENCo and Teaching Assistants
- Contact via the school office: 01223 892210

Who do I contact if I have concerns about my child's learning, progress or behaviour?

In the first instance, parents should speak to their child's class teacher. They can also arrange to meet with the SENCo, Karen Graves.

What kind of Special Educational Needs (SEN) are provided for at Linton Heights?

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

Special Educational needs and provision can be considered as falling under four broad areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or Physical Needs

How will children with Special Educational Needs be identified and what sorts of assessments will be completed?

SEND needs can be identified through a number of routes including;

- Parent/Carer information, observations and discussions about their concerns
- Teacher and TA observations, discussions with the SENCo
- FFT Data analysis and Pupil Progress meetings.
- Baseline tests – reading and spelling ages.
- Phonics screening.
- Maths and English assessments.
- Speech and language screening and descriptors.
- Personal and social development descriptors and checklists.

All staff follow a clear SEND Pathway, which outlines the steps to identifying pupil's needs and what the next course of action is e.g. this could be interventions, an ISP or completion of a SENCo referral form. This document is available on our website.

How will the school let me know if they have concerns about my child's learning and progress in school?

The class teacher or SENCo will set up a meeting to discuss any concerns with you and what the next steps might be. These could be school based interventions and strategies. They will discuss the possibility of any referral to outside professionals and the process for this including the completion of an EHA (Early Help Assessment).

What support and arrangements do you have for consulting parents of children with SEND and involving them in their child's education?

The class teacher is available to discuss your child's progress and any concerns you may have. It is also useful to share information about things that are working well at home so that similar strategies can be used. At Linton Heights Junior School, our doors are always open, and parents are welcome to make an appointment to see the SENCo at any time.
Our aim is to support and address difficulties early and Teaching Assistants who can support children in areas of bereavement, social and emotional needs, learning and school refusal.

We also offer –

- Parent Evening meetings
- ISP review meetings every term with the class teacher. In these meetings, actions will be reviewed and new actions/targets put in place as necessary. Advice will be given as to how parents/carers can support their child in the home.
- Annual reviews for pupils with an Education Health Care Plan (EHCP).
- Discussions with class teachers and the SENCo.
- Emails and telephone calls.
- Invite parents to meet with specialist teachers and other outside agencies.
- Open afternoons, parent workshops and curriculum information evenings.

How will my child be included in discussions?

When a child has an EHCP, the child will always be invited to the meeting. Children take part in reviewing their Individual Support Plans with class teachers and will be invited to discussions as appropriate.

How does the school measure the progress of my child?

Your child's progress is continually monitored by the class teacher and is discussed formally at Pupil Progress Meetings with the Senior Leadership Team.

- Each child from Year 3 to Year 6 is assessed against end of year expectations which are part of the National Curriculum
- At the end of Key Stage 2 (Year 6), all children are formally assessed using Standard Assessment Tests (SATs) and Teacher Assessments. This is a statutory requirement set out by the Government and the results are published nationally.
- Children who are on the SEND register have their own set targets (Individual Support Plans or ISPs) which are formally reviewed at least three times a year. Children are encouraged to be involved in the setting of these targets. Parents/Carers are invited into school to discuss the progress of their child.
- The progress of children with an EHCP is formally reviewed at an Annual Review Meeting and may involve the other professionals that are part of your child's care. Regular meetings are held with parents
- Members of the SLT, to ensure that the needs of all children are met and that the quality of teaching and learning is high, will carry out book scrutiny, planning scrutiny and lesson observations. The SENCo will be involved in a proportion of these observations.

What is the approach to teaching children with Special Educational Needs?

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff" (Code of Practice Jan 2015 6.36)

High Quality First Teaching – this is the classroom learning which includes adapted tasks work to match the needs of all learners including specific strategies as advised by SENCo.
Graduated approach linked to assess, plan, do and review –
Assess – gather information through assessments, observations, pupil progress, attainment, views of parents and pupils.
Plan – use the assessments to plan changes to the curriculum or specific programmes and interventions to support the pupil to make progress.
Do – implement the actions, programmes and interventions agreed at the planning stage.
Review – review the progress made and impact of the interventions.
In Class support in small groups**-** given by the teacher or a teaching assistant within lessons
Small Group or 1:1 Intervention **-** these often take place outside the classroom and run by a Teaching Assistant under the supervision of the class teacher.
Specialist Group individual work **–** run by outside professionals e.g. speech and language therapists, specialist teaching team.

Interventions regularly used include:

- Well-being support
- Pre –teaching of vocabulary/ knowledge and skills for Maths, English and Science
- Phonics programmes.
- Guided groups in maths and English
- Social Skills
- Reading comprehension
- Quick Maths programme

This is not an exhaustive list but gives examples. The school works closely with other agencies to provide the most effective support for individual children.

All staff have access to the **Cambridgeshire SEND Ordinarily Available Provision Toolkit**; its purpose is to define what provision should be (ordinarily) available for pupils with SEND. It is a bank of resources to support staff to identify barriers as well as the appropriate provision and strategies to meet the needs of pupils with SEND in the classroom through high-quality first teaching.

What additional support services are available for children with SEND?

We work very closely with a number of different external professionals that have the expertise to support us in meeting the varied needs of children in our care. These include:

- Educational Psychologist
- Speech and Language Therapist
- Community Paediatric Team
- School Nursing Team
- Specialist Teaching Team
- Statutory Assessment Team
- Occupational Therapist
- Physiotherapist
- Child and Adolescent Mental Health (CAMH)
- Younited
- Family support workers
- Education Inclusion Family Advisor

In order to access some of this support we would need to complete an EHA (Early Help Assessment) with parents.

How accessible is the school? How are adaptions made to the curriculum and the learning environment?

The school is fully compliant with requirements of the Equalities Act 2010. Access to the school includes:

- all buildings are at ground level
- wheelchair access to the main school building via reception and via the Year 6 toilets, sloped flooring in the lower school corridor provides access to the field.
- disabled changing table in toilet by reception.
- painted steps for the visually impaired.
- a breakfast club and after school clubs which are accessible for all children
- Specialist resources e.g. writing slopes. OT cushions.
- All advice taken from specialist teachers, EP, Occupational Therapist, Physiotherapist.

How will the school prepare and support my child when they are joining Linton Heights Junior School? Or moving on to their next class or different school?

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

Move to another school

We will ensure that all relevant information is shared with the new school in order that they can be prepared, including liaison between the two SENCos.

Move from another School

We encourage visits to the school prior to starting. We will contact the previous school to ensure the key information is passed on, and we are fully informed about your child when they start with us.

Move from the Infants School.

The year 3 teachers and SENCo liaise with the relevant staff at the Infants School to ensure a smooth transition. Throughout the year, pupils from the Infants School have opportunities to visit Linton Heights e.g. Forest Schools, swimming, school plays. As well as the two Moving up days in the summer term, additional visits for those pupils with SEND are arranged.

Moving to the Next Year Group

Two Moving Up days will be held where children move on to the next teacher and classroom and complete some activities. Information will be passed on to the new teacher in transition meetings about the children's learning, progress and pastoral needs. Some children may need further preparation to ensure a smooth transfer. This will be organised by the SENCo in a way that is appropriate to the individual child e.g. transition or moving up book. The SENCo will ensure staff are fully informed about any child's SEND.

Moving to Secondary School

Class teachers and the SENCo will meet with staff from the schools for a transition meeting and where children have SEND, additional meetings will take place. Visits are arranged to the schools in the summer term and transition activities are planned by the secondary school. Transition work will be completed to support children's understanding of the changes ahead. For SEND children, additional visits to the schools may be organised either in groups or on a 1:1 basis. The SENCo will meet the staff from the secondary school with parents if requested.

If pupils with SEND have an Education, Health and Care Plan (EHCP) school staff will be invited to review meetings in Year 5 and Year 6 if applicable.

How are the teachers in school helped to work with children with Special Educational Needs or Disability and what training do they have?

The role of the SENCo is to support class teachers to ensure that they meet the needs of SEND learners. As part of the performance management cycle the school identifies training for all staff. Class teachers and support staff may attend training courses run by outside agencies relevant to the needs of children as well as attending in house training to update and extend their professional knowledge. The SENCo attends update meetings and specific training.

Referrals can be made to relevant outside agencies and the SENCo will then support staff to implement the advice and recommendations given.

How is the effectiveness of the provision given to children with Special Educational Needs evaluated?

At Linton Heights we use a variety of ways to evaluate the impact of SEN provision including –

- FFT aspire data tracking
- Intervention provision maps – monitoring of progress after intervention.

- End of year and key stage expectations.
- Observations and monitoring of interventions. E.g. intervention record sheets.
- Annual reviews and ISP review meetings,
- Parents and child views.
- Teacher's reports.
- Ofsted.

If appropriate progress has been made, children may be removed from the SEN register.

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

Activities, school trips and residentials are available for all children. Risk management assessments are carried out and procedures put in place to enable all children to participate. Individual support and strategies such as social stories may be used to ensure the pupil is feeling secure about the visit.

What support is there for improving emotional and social development?

At Linton Heights, we have a range of provision and support:

- Access to the Sensory room and resources.
- Daily well-being checks.
- Emotional Literacy Days.
- Social Skills groups.
- Social skills programmes.
- Use of social stories for individual pupils.
- Anger management programmes e.g. Incredible 5-point scale.
- Feelings books.
- Personal, Social, Health Education.
- E safety.
- Parents can self-refer to the school's Education Inclusion Family Advisor (EIFA) who can offer advice to parents to support their child's emotional well-being, as well as signposting parents to workshops and other external agencies.

Compliments and Complaints

If any parent has a compliment or a complaint about the nature of the SEN provision at Linton Heights Junior School, then any comments should be expressed to the SENCo and/or Head Teacher. If a problem cannot be resolved, the SEN Governor, or governing body is the next point of contact. It is hoped that an effective partnership with parents will avoid issues of this nature. The 'Complaints Policy' detailing the correct procedure is available on the school website.

What is the Local Offer?

The Local Offer is a 'front door' to information from education, health and social care about the provision and services that are available for children and young people aged 0-25 with special educational needs and disabilities (SEND) and their families. The Local Authority is required to publish this information and review it regularly. The contact details of SEND services are available on the Local Offer. Click on the link below for more information on the Local Offer.

https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page