

SEND Information Report

Stocksbridge Junior School

Approved by:

Amanda Woods

Date: June 2024

Last reviewed on:

November 2023

Next review due
by:

November 2024

Introduction

Our SEND information report aims to set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

Special Needs Coordinator (SENDCO)

The person with the day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEND is the Special Educational Needs and Disabilities Coordinator (SENDCO).

The SENDCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with staff, parents, carers and other agencies.

The SENDCO works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The SENDCO plays an important role with the headteacher and governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of children and young people with SEND.

The SENDCO is Amanda Woods - a.woods@stocksbridge-jun.sheffield.sch.uk

This information report will be reviewed by Amanda Woods (SENDCO) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Contact details for raising concerns

Amanda Woods (SENDCO)

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with the child's teacher. This then may result in a referral to the school SENDCO.

Parents may also contact the SENDCO or Headteacher directly if they feel this is more appropriate.

SEND Information Report

Our whole school approach to SEND: high quality first teaching alongside additional interventions contribute to a coherent approach to SEND provision for our children. We regularly review what we offer our children to help support them in their educational and personal journey through school. There are high expectations for all children embedded in our approach to the curriculum.

There are four types of Special Educational Needs and Disabilities (SEND), as defined by the Department for Education:

1. Communication and interaction needs
2. Cognition and learning difficulties
3. Social, emotional and mental health difficulties
4. Sensory and physical needs

At Stocksbridge Junior School we provide for pupils with needs from all the above categories.

Our school currently provides additional and/or adapted provision for a range of needs, including:

- Children with a diagnosis of Autism, Hearing Impairment/loss, Visual impairment, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Mental Health difficulties, Learning difficulties, Developmental Coordination Disorder, Developmental Language Disorder and Speech, Language & Communication difficulties. We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.
- Provision also includes Thrive - tailored towards pupils with Social, Emotional and Mental Health needs and a Learning Support teacher – tailored towards assessing and providing guidance towards pupil's cognitive and learning needs.
- We also provide a bespoke provision for some pupils with Autistic Spectrum Condition and Cognition and Learning Needs who have an Educational Health Care Plan. This provision provides a bespoke package of education for each individual pupil.

Identifying pupils with SEND and assessing their needs

High quality first teaching and additional interventions are defined through our continuous dialogue across school contributing to our provision management approach. Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents. Through this we are able to identify additional needs that a child may have and can seek out specialist assessments using both internal systems that are in place and the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Team etc as appropriate to the child. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of an adapted and personalised approach to all teaching and learning. We make it a point to discuss aspirations with all our learners.

All teachers are responsible for every child in their care, including those with special educational needs and disabilities.

Concerns from parents are discussed and recorded and the child monitored further by the class teacher and SENDCO following the graduated response approach. All parental concerns are acted upon.

The named SENDCO at Stocksbridge Junior School is Mrs Amanda Woods. She can be contacted on 0114 2882221.

The number of Pupils with identified SEND needs

There are currently 42 pupils with SEND Support status, of these, 5 pupils have been agreed to assess for an Education, Health and Care Plan (EHCP). There are currently 10 pupils with an Education and Health Care Plan.

Evaluating the effectiveness of SEND provision

The effectiveness of the SEND provision is measured through regular pupil progress meetings and frequent consultation with parents. Reviews are held on a termly basis and these feed directly into provision mapping for future interventions and specific assessments for individual pupils. Annual reviews are also held for pupils with an EHC plan in place.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on questionnaires, observations, assessments, advice and assessments where needed from external agencies and views from the pupils and parents/carers.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Consulting and involving parents/carers and involving them in their child's education

Parents/carers are invited to meet with the class teacher three times a year at Parent Evenings. Parents are involved in reviewing progress and setting outcomes through additional termly SEND meetings as part of the plan, do, review process.

We communicate with parents about their child in a range of ways including: email, Seesaw, reports, SEND reviews, phone calls, zoom meetings, placing general information on our website, meetings and discussion. Our school has an 'open door' policy.

We have offered training around thrive and parenting skills and supporting literacy and numeracy skills. We have also offered support around children's emotional well-being, including sleep workshops, family Thrive, anxieties and attachment.

Consulting and involving pupils in their education

Children with SEND are encouraged to participate fully in the life of the school including through pupil voice. Pupil Voice enables pupils to contribute ideas and suggestions for school improvement. The views of pupils with SEND can be expressed either directly through their voice or advocated by staff through observation and their knowledge of the child.

Where appropriate pupils are invited to attend review meetings. Children's views on their learning and success are sought to inform termly progress reviews, enabling a person-centred approach with a focus on preparation for adulthood. Pupils' views are sought leading up to EHC planning requests being made. These views support the work of the Educational Psychologist.

We actively advise parents to work with Parent partnership. When this is the case, we also work in conjunction with this support group, taking their advice.

Our approach to teaching pupils with SEND

The SENCO oversees, supports and facilitates the plans for education programmes which learners with SEND require, following a graduated response.

Children with specific requirements have their needs formalised in a variety of plans which are met by the teacher, parents, support staff, SENDCO and outside agencies. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted and personalised where appropriate for individual pupils.

We are flexible and aim to meet the needs of all learners making reasonable adjustments where required. This is completed in co-production with the child, parents / carers and supporting agencies.

We have several activities available to learners with SEND, in addition to those available through the curriculum, such as: social skills groups, physical development through the use of specialised Physical Education teachers, Speech and Language therapy and Thrive.

Adaptations to the curriculum and learning environment

There is wheelchair access to most parts of the building but not all as we are a two-storey building. Adaptations of space have been made to meet the needs of specific children whilst in our setting. We use visual aids such as visual timetables, coloured overlays, timetable strips and 5 point scales where needed. We provide Dyslexia Friendly classrooms for all learners to ensure that we are providing an inclusive learning environment, we use Assistive Technology to support pupils within the learning environment. We work to meet the recommendations from outside providers following assessment including purchasing equipment where we can. There is a designated quiet space in all classrooms. We provide sensory spaces within classrooms where necessary and have a specific designated quiet, safe space for children with social and emotional needs. Access is following discussion with the child, staff, parents/carers and professionals where appropriate.

Additional support for learning

Staff have received training on: Behaviour management, Autism, Speech, Language and Communication skills, Dyslexia, collaborative learning, First Aid, The Birmingham Toolkit, Attachment and Trauma through Thrive, Phonics and the use of Assistive Technology.

We have 10 teaching assistants who are trained to deliver interventions such as Thrive, Little Wandle, Precision Teaching, Speech and Language, Speech and Language complex needs, Nurture provision, Motor skills development, Bereavement and Loss and specific literacy and numeracy intervention support and Lego Therapy.

We have a designated Learning Support teacher who provides detailed assessments and advice and guidance on how to support pupil's needs.

We also work with the following agencies to provide support for pupils with SEND:

Autism Team

CAMHs

Trust Educational Psychologist – Jonathan Middleton

Local Authority Speech and Language

Let's Verbalise – Trust Speech and Language

Hearing Impaired Department

Rowan Outreach

Local Authority Educational Psychology

We have a designated room where we deliver the Thrive approach to pupils with Social, Emotional and Mental Health Needs.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included. Close consultation with parents when planning trips and activities is sought and school assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary, being accompanied by parents/carers. Where necessary school will make physical adaptations to allow learners with SEND to be included. We encourage all our pupils to take part in extra-curricular activities such as:

Reading club, times tables club, choir, gardening and cooking club, languages club, football, cricket, gymnastics, cross country running, athletics and games club.

We do this by working closely with individual pupils, their teachers and parent/carers to ensure all the pupils' needs are met.

We encourage an environment of inclusion across the school by ensuring that all appropriate steps have been taken to prevent disadvantaged pupils from being treated less favourably than other pupils.

We also provide a breakfast for every child.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Whole School Thrive Approach which includes extra pastoral support for listening to the views of pupils.
- Collaborative learning across the whole curriculum – fostering and building class relationships and team building skills
- Social group support is put in place for pupils who are in need of this extra support. For individuals with specific needs we follow advice from outside agencies to support those needs.
- We teach disability awareness through: Neurodiversity lessons, RSHE, citizenship and assembly activities.
- Where appropriate, following discussion with the child, staff and parents/carers, children are supported by an additional adult
- We offer a safe place for the children to come into on entering school and at lunchtimes
- We have an educational mental health practitioner
- School involve health and social care professionals, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

Expertise and training of staff

Our SENCO has worked as a Learning Support teacher across the city. She works alongside Lead SENCOs in the locality to develop and provide training to support the continued professional development of other SENCOs, and provide assessments and advice where needed within the Family of Schools and Locality schools.

We have a registered Thrive practitioner and trainer, who ensures a whole school approach to meeting the social and emotional needs of pupils. All members of the Senior Leadership Team have been Thrive trained.

We have a team of 9 teaching assistants, who are trained to deliver SEND provision.

In the last academic year, staff have been trained in Thrive, The Birmingham Toolkit, Speech and Language Therapy, Little Wandle and Success at Arithmetic.

We use specialist staff to deliver Thrive through targeted interventions that are regularly reviewed.

Securing equipment and facilities

The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils. Some specific resources come through the locality funding panel to help meet the needs of our SEND pupils.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to Mrs Amanda Woods (SENDCO), Mrs Samantha Gaymond (Headteacher) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Working with other agencies

Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. School has excellent links with a wide range of professionals including the Family Intervention Services (FIS) who offer a wide range of support to families. We involve other agencies in agreement with parents and in line with the graduated response.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils that have been offered a place at our setting will be invited to attend on a few occasions before joining the school.

For pupils with SEND the SENDCO will endeavour to attend transitional reviews to gather as much information about the pupil as possible and will pass this information to all relevant school staff to help prepare for the pupil's needs.

If appropriate, school staff will meet with outside agencies that are involved with the pupil. Pupils are prepared to move onto Secondary School through meetings with the relevant secondary school SENDCO and pupils are discussed in detail. Pupils will also have the opportunity to attend additional transition sessions at their allocated school.

Arrangements for the admission of disabled pupils.

Our school is committed to ensuring equal access to education for all pupils, including those with disabilities. We provide individualised support and reasonable adjustments to accommodate the needs of disabled pupils, ensuring their full participation in school life. Examples of our support include:

- **Accessibility:** Ensuring that school buildings and classrooms are accessible to pupils with physical disabilities by providing ramps and accessible restrooms.
- **Assistive Technology:** Providing assistive technology such as screen readers and specialised software to support pupils.
- **Individualised support plans:** Developing and implementing support plans tailored to the specific needs of each pupil with SEND, outlining the support and resources required for their academic success.
- **Flexible Curriculum:** Adapting the curriculum and teaching methods to meet the diverse learning needs of disabled pupils.
- **Training and Awareness:** Providing ongoing training for all staff on disability awareness and inclusive teaching practices to ensure a supportive learning environment.
- **Extracurricular Activities:** Ensuring that disabled pupils have equal opportunities to participate in extracurricular activities and school events, with necessary accommodations and support.

By implementing these measures, we strive to create an inclusive and supportive environment where all pupils, regardless of their disabilities, can thrive and achieve their full potential.

The local authority local offer

Our local authority's local offer is published here [Sheffield Directory – Local Offer \(SEND\)](#)