

Stocksbridge Junior School

Special Educational Needs and Disabilities (SEND) Information Report

Important: this document can only be considered valid when viewed on the Trust or School website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

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Stocksbridge Junior School

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What is a SEND Information Report?

Our SEND Information Report provides details about how we support children and young people with special educational needs and disabilities (SEND) in our school and forms part of the local offer.

The aims of our policy and practice in relation to special educational needs and disability in this school are to:

- Encourage the participation of children, their parents or carers, and young people in decision making;
- Focus on the early identification of children and young people's needs and early intervention to support them;
- Collaborate between education, health and social care services to ensure the best possible outcomes for all pupils;
- Ensure that pupils with SEND have access to high quality provision to meet their learning needs and other identified areas of need;
- Maintain a focus on inclusive practice and on removing barriers to learning;
- Support pupils as they reach transition points in their education.

The relevant school policies which underpin this SEND Information Report and can be viewed on our website are:

- SEND Policy
- Anti Bullying Policy
- Managing Children and Young Peoples Identified Health Needs
- Safeguarding and Child Protection Policy
- Accessibility Plan

If you want to know more about our arrangements for SEND, [read our SEND policy](#).

Who is the SEND Team?

Our Special Educational Needs Coordinator (SENDCo) is Mrs Amanda Woods

Mrs Amanda Woods is contactable via: AWoods@stocksbridge.chorustrust.org

What types of SEND does the school provide for?

Stocksbridge Junior School recognises that a child or young person has a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of others the same age

- Require provision different from or additional to that normally available to pupils of the same age
- Have a disability which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school

This is defined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2015). The school makes provision in accordance with the SEND Code of Practice (2015); The Equality Act (2010); The Special Educational Needs and Disability Regulations (2014) and the Children and Families Act (2014).

There are four broad areas of special educational need defined in the SEND Code of Practice (2015). These are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or physical needs**

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Our school currently provides additional support for a broad area 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.

How will the school know if my child needs SEND support?

Early identification of SEND and early intervention are the key to ongoing success for our pupils.

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.

What should I do if I think my child has SEND?

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.

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.



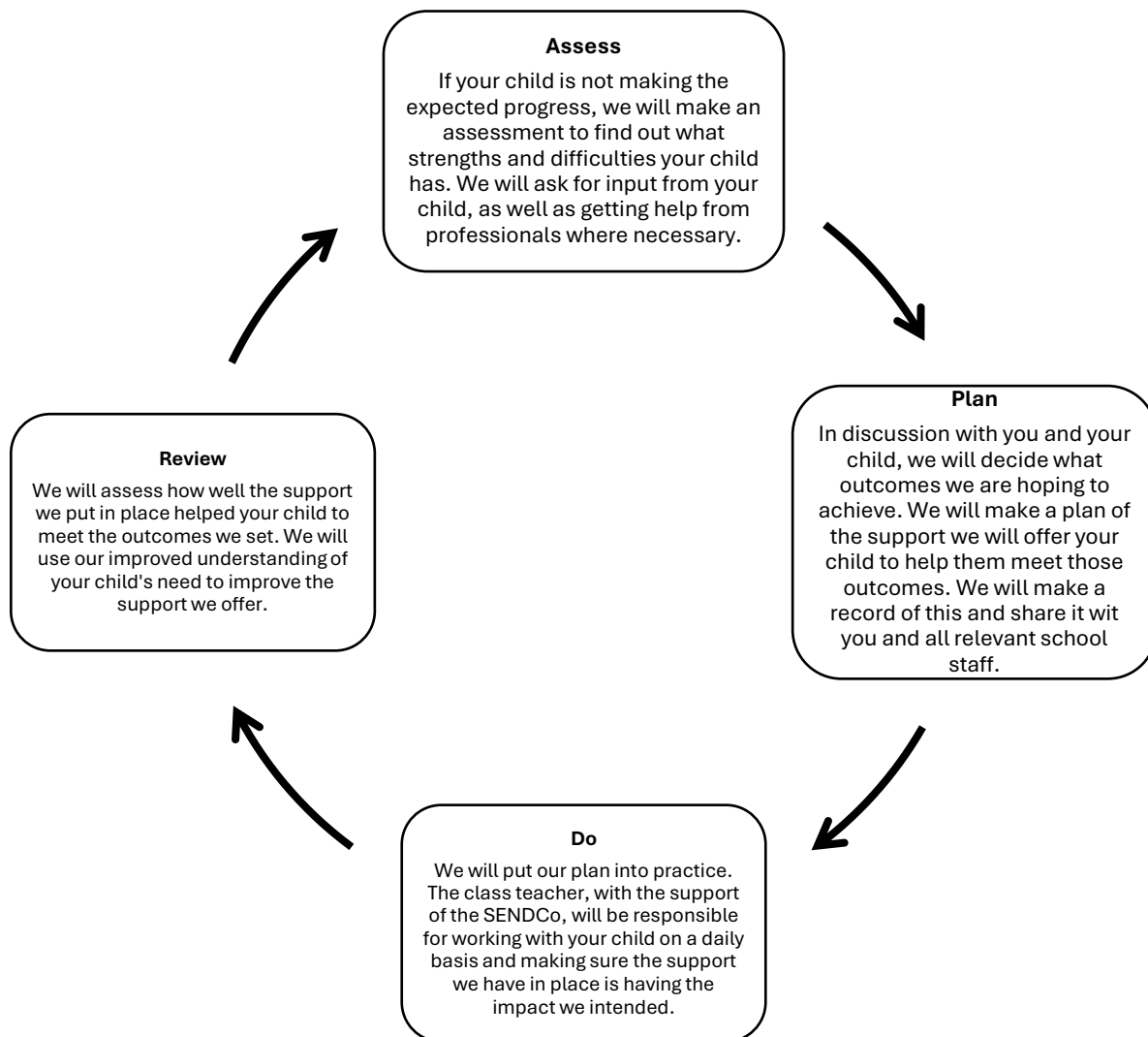
Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEND support
If you think your child might have SEND, the first person to tell is your child's teacher. We communicate with parents about their child in a range of ways including: email, Seesaw, reports, SEND reviews, phone calls, placing general information on our website, meetings and discussion. Our school has an 'open door' policy. They will pass the message on to our SENDCo, Amanda Woods, who will be in touch to discuss your concerns. You can also contact the SENDCo direct – AWoods@chorustrust.org 0114 2882221	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide your child needs SEND support, we will notify you, seek your permission and your child will be added to the school's SEND register.

How will the school measure my child's progress?

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.



As part of this process every child with SEND will have a support plan that describes your child's strengths, needs, outcomes and provision to meet those needs. Parents/carers and child's views are integral to this process and this is reviewed termly.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will meet you at least three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact Mrs Amanda Woods SENDCo.

How will my child be involved in decisions made about their education?

Where possible, we encourage your child to be as involved as possible in decisions made about their education and support.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.

How will the school evaluate whether the support in place is helping my child?

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.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term through.
- Reviewing the impact of interventions half termly/termly.
- Monitoring by the SENDCo.
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan).

How does the school adapt the curriculum and learning environment for children and young people with SEND?

Most children at our school will have their special educational needs met through excellent classroom practice. This is called Quality First Teaching (wave 1 provision). Teachers set high expectations for every pupil, whatever their prior attainment. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning will mean that most pupils with SEN and disabilities will be able to study the full national curriculum.

Where the class teacher identifies that quality first teaching is not meeting the child's specific learning needs, additional observations and assessments are undertaken and discussed with the SENDCo. If required, the child is given Additional School Intervention Support (wave 2 provision) which is 'different from and in addition to' our differentiated curriculum. After discussion with parents/carers and where appropriate the child, a Support Plan would be developed with individual targets and strategies to work towards achieving them. This would mean additional work in a small group or on a one-to-one basis to carry out specific interventions to support a child to meet their individual needs. The SENDCo works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support.

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.

Examples of additional school interventions at Stocksbridge Junior School:

- Precision Teaching and Monitoring
- Thrive
- Phonics
- Speech and Language groups
- Sensory Breaks

A child who, despite having extra provision is still struggling to make significant progress, may be identified as requiring specialised support (wave 3 provision). Where appropriate, other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process. This level of intervention is for pupils with more complex and/or enduring difficulties and may include:

- Speech and Language Therapist involvement.
- Educational Psychologist involvement.
- SEND team - Assessments and monitoring to ensure appropriate intervention and access to learning.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEND support plan for them.

How will the school make sure my child is included in activities alongside pupils who don't 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, football, cricket, gymnastics, cross country running and athletics.

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. All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

How does the school support pupils with disabilities?

At Stocksbridge Junior School, we are committed to providing an inclusive environment where every pupil, including those with disabilities, can thrive and succeed. Here's how we support pupils with disabilities:

- All staff receive regular training on disability awareness and inclusive practices to promote empathy and understanding.
- Our anti-bullying and equal opportunities policies explicitly address the protection of disabled pupils, ensuring they are safeguarded against discrimination.
- We foster a culture of respect and inclusion through assemblies, classroom discussions, and activities that educate pupils about diversity and the importance of equality.
- Quiet rooms or sensory areas for pupils who benefit from reduced stimuli during the school day.

By working closely with families, healthcare professionals, and external agencies, we continually strive to improve our support for pupils with disabilities. Our goal is to provide a welcoming, supportive environment that empowers every child to achieve their full potential.

The school's accessibility plan is available to download from

www.stocksbridgejunior.chorustrust.org/policies and includes details about how we:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide.
- Improve the availability of accessible information to disabled pupils.

How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in 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.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year where all information is passed on.
- Hold a transition event, where all pupils have the opportunity to spend three consecutive days with their new class, teacher and in their new classroom.
- Enable more bespoke packages of transition for individual pupils where applicable.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENDCo of the secondary school will be invited into our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Attending transition events/weeks in their new school.
- Learning how to get organised independently.
- Additional visits and sessions at the school.

What support is in place for looked after and previously looked after children with SEND?

Miss Ruth Davy will work with Mrs Amanda Woods, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC Plans are consistent and complement one another.

How does the school make sure the admissions process is fair for pupils with SEND or a disability?

We have robust policies and practices to support the admission of pupils with SEND or a disability:

All admissions materials are available in accessible formats upon request, such as large print, and we provide assistance to families who may need help completing the application process.

We offer pre-admissions meetings with prospective families to discuss the specific needs of pupils with SEND or disabilities, ensuring that appropriate provisions are in place from day one.

When needed, we conduct individual assessments to understand the requirements of the child and develop a personalised support plan.

We strictly adhere to statutory guidance regarding Education, Health, and Care (EHC) plans:

Any prospective pupil whose EHC plan names Stocksbridge Junior School is given priority and will be admitted to the school before places are allocated to other applicants.

We work closely with the local authority and families to ensure that the needs outlined in the EHC plan can be fully supported where possible.

What should I do if I have a complaint about my child's SEND support?

We follow the Chorus Trust Complaints Policy for the handling of all complaints, including those from parents/carers of pupils with special educational needs and/or disabilities. This is available to download from www.chorustrust.org/policies



What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Sheffield's local offer. Sheffield City Council publishes information about the local offer on their website:

<https://www.sheffielddirectory.org.uk/localoffer/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://sheffieldsendias.org.uk/>

Local charities that offer information and support to families of children with SEN are:

<https://www.sheffield.gov.uk/schools-childcare/family-hubs>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)