



Headteacher: Catherine Holmes Chair of Governors: Mr S Farnsworth

Welcome to Brockwell Junior School's SEN Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND)

Our school vision is:

Childhood experiences shape who we become as adults: children deserve the best. We plan fun learning experiences and memorable events whilst building self-esteem, confidence and independence. We praise the positive and celebrate success. Ultimately, we want ALL our children to develop a love of learning that will equip them with the knowledge and skills necessary for an ever changing and exciting future. We work towards one common goal that underpins all we do: Working Together to...be **S**afe, **S**mile & **S**ucceed.

Our school aims:

SAFE

To provide a safe, caring and happy environment where everyone wants to come and give their best, knowing that mistakes are part of the learning journey.

To encourage everyone to embrace our values of **kindness, honesty, respect, responsibility** and **determination**.

To promote healthy lifestyles, develop resilience and an awareness of personal safety.

SMILE

To plan and deliver an inclusive curriculum that inspires children and gives them opportunities to adapt and apply learning to new situations.

To guide children to make positive choices for learning and development.

To provide everyone with the opportunity to become involved in the life of the school and the wider community.

To promote partnership between home and school.

SUCCEED

To provide effective, innovative staff who are committed to delivering high standards across the school.

To ensure maximum progress and excellent outcomes so that each child realises their potential.

To promote the physical, spiritual, cultural, social and moral development of all pupils.

To provide the opportunity for all children to develop the social and academic skills they need for an ever- changing life in modern Britain.

These values ensure that all members of the school community are committed to working in partnership and this includes the following: parents, pupils, school staff, governors, outside agencies and the wider community.

BROCKWELL JUNIOR SCHOOL is a 2- form entry Junior School and there are currently 247 children on roll. We cater for children from 7-11 years of age.

Key People:

Head Teacher – Miss C Holmes

SENDCOs – Mrs E Crutchley/Mrs J Cooper

SEND Governor – Mrs E Collis

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND - those with Education, Health Care Plans and those without.

Our Approach to Teaching Learners with SEND

At Brockwell Junior School we ensure that all pupils in our school are equally valued by having access to a broad and balanced curriculum which is adapted to meet individual needs and abilities.

- We have effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2015)

- We have successful communication between teachers, children with SEND, parents of children with SEND, Teachers and Teaching Assistants leading interventions and outside agencies
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child
- We consult with children to evaluate provision and discuss how they think they can be best supported.
- We are committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development based on the ASSESS PLAN DO REVIEW cycle
- We ensure that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.
- All our staff adopt strategies to ensure classrooms are Autism, Dyslexia and ADHD friendly.

The **Code of Practice 2015** identifies 4 key areas of SEN:

- Communication and Interaction
- Cognition and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and /or Physical

Identifying the Special Educational Needs of Pupils

Brockwell Junior School is informed that a pupil has SEND in a variety of ways:

- Parents may inform the school prior to or during admission
- Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school
- Class teacher may identify concerns re progress or behaviours and SLT, SENCO, Teaching Assistants may become involved in a school-based programme
- Patterns of progress may raise concerns.
- Through discussion at staff meetings.
- Through transition with feeder Infant School.

It maybe that the school seeks additional information from consultation or assessments completed by outside agencies e.g. Educational Psychology, ISAS, CAMHS, School Health, Paediatricians, Speech and Language Therapists

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2015 defines SEND as follows:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or**
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided.**

Who are the best people in school to talk to about my child's difficulties with learning / Special Educational Needs or Disability (SEND)?

The Class Teacher

Who is responsible for:

- Monitoring the progress of all children and identifying, planning and delivering any additional help your child may need (this could be interventions, resources, additional support) and informing the SENDCo and parents as necessary
- Individual interventions and learning programmes
- Ensuring that the school's SEND policy is followed in the classroom for all the pupils they teach with SEND.
- Liaising with outside agencies who may be coming into school to support your child's learning.

Mrs E. Crutchley/Mrs J Cooper – SENDCos

Who are responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you as parents / carers are:
 1. Involved in supporting your child's learning
 2. Kept informed about the support your child is getting
 3. Involved in reviewing how your child is doing
 4. Involved in planning provision for your child
- Monitoring provision from outside agencies who may be coming into school to support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist

- Updating the school's SEND register and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible

Miss Holmes – The Head Teacher

Who is responsible for:

- The day-to-day management of all aspects of the school, including the support for children with SEND
- Working closely with the SENDCo and class teachers to ensure your child's needs are met
- Ensuring that the Governing Body is kept up to date about issues relating to SEND

Mrs E Collis - SEND Governor

Responsible for:

- Making sure that the necessary support is given for any child who attends the school who has SEND.

What are the different types of support available for children with SEND in our school?

- **Class teacher input via excellent targeted classroom teaching (Quality First Teaching)**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

- **Specific group work**

Intervention which may be:

- Either within the classroom or as an additional group.
- Led by a teacher or a Teaching Assistant (TA).

Intervention Programmes at Brockwell Junior School include: Little Wandle, Minute a Day, Toe by Toe, Social Stories, Nurture Group, ELSA, 1:1/small group support within class and use of ICT resources as appropriate.

- **Specialist support from outside agencies** e.g. ISAS, Speech and Language Therapy, Educational Psychologist assessments, input from a specialist counsellor (P4YP)

SEN Code of Practice 2015: **SEN Support (SS)**

- This means they have been identified by the SENDCo / class teacher as needing some extra support in school. It may also be appropriate to apply for expert support from a professional outside the school. This may be from:
 - * Local Authority central services such as the ISAS, Visual or Hearing Impairment Team, Physical Impairment Team (for additional physical needs)
 - * Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better and be able to support them better in school.

- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the SENDCo or Headteacher.

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

- Initially, the class teacher will approach you to discuss these concerns.
- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:
 1. listen to any concerns that you may have
 2. plan any additional support your child may need
 3. discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they progress in their learning?

- The school budget received from Derbyshire LA, includes money for supporting children with SEND. Different children will require different levels of support to help them make progress and achieve their potential.
- The Head Teacher decides on the deployment of resources for children with SEND in consultation with the SENDCo and governors, based on needs in the school.

- Additional funding can only be applied for if the cost of your child's support in school exceeds £6000.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school including the following:
 - * children getting extra support already
 - * children needing extra support
 - * children who have been identified as not making expected progress.

These children are identified on our flight paths, and necessary interventions and support is planned for. Individual Learning Plans may also be developed.

Who are the other people providing services to children with SEND in this school?

School Provision

- Teachers are responsible for planning adapted lessons to meet the needs of all pupils within the class setting
- Teaching Assistants may work with small groups or individual children.
- Teaching Assistants offer support for children with emotional and social development through ELSA work (Emotional Literacy Support Assistant) or Nurture provision.

External Agency Provision (including Local Authority Provision) which may be delivered in school:

- ISAS – Derbyshire County Council's Inclusion Support Advisory Service
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Specialist Teachers for the hearing and visually impaired
- DIASS (Derbyshire Information, Advice and Support Service) formerly Parent Partnership

- Multi Agency Team/Social workers

Health Provision which may be delivered in school

- School Health including Physical Impairment team
- Occupational Therapy
- Physiotherapy
- CAMHS
- Clinical Psychology
- Input from Paediatricians
- Positive4YoungPeople counselling/emotional support

How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENDCo's job is to support the staff in planning for children with SEND. Training to support our SENDCo is through Cluster colleagues, DCC training courses or any other provider that can best support good practice.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. Training has included training one of our TAs as an ELSA (Emotional Literacy Support Assistant) enabling us to roll out a programme to support children with specific emotional needs. Medical training has included paediatric first aid and diabetes training. Training for quality Interventions in Literacy and Numeracy has included Little Wandle and Success in Arithmetic. Other areas have included Safeguarding, Screening for Dyslexia, Autism Awareness , ICT interventions/apps, Well- being Plans, Use of Social Stories.
- The school has accessed significant training in becoming 'ACE' aware – adverse childhood experiences.
- All staff have attended training on Attachment and Positive Mental Health. Individual teachers and support staff are pro-actively encouraged to attend training that is relevant to the needs of specific children in their care.

How will teaching be adapted for my child with SEND?

- 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.
- Support staff, under the direction of the class teacher, can adapt 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

How will we measure the progress of your child in school?

Your child's progress is continually measured by their class teacher.

- Progress in Reading, Writing and Maths are assessed each term.
- Progress is monitored regularly by the Head Teacher, SENDCo and Senior Leadership Team.
- At the end of KS2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). These are government requirements and the results are published nationally.
- Class teachers meet with the SENDCo termly to discuss classes and children who require additional support. Provision Maps are updated and interventions are evaluated as to their effectiveness. Where interventions are used, children are assessed both before and after so progress can be carefully monitored. Where necessary, children will receive individual provision based on areas of identified need. This will be reviewed regularly and future provision amended as necessary.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents and the child can celebrate success, set further targets and evaluate provision.
- The SENCO will monitor progress of SEND pupils via:
 - Termly progress meetings with parents and staff
 - Monitoring interventions/observations

- Data analysis
- Book scrutinies
- Teaching Assistant Development meetings

What support do we have for you as a parent of a child with a SEND?

- The class teacher is available to discuss your child's progress, any concerns you have or to share information.
- The SENDCo is available to meet with you to discuss any concerns or worries you may have.
- All information from outside agencies/professionals will be shared with you by the person involved directly, or where this is not possible in a report
- You will be involved in setting new targets.
- Homework, where appropriate, will be set so that it meets your child's individual requirements.

How is Brockwell Junior School accessible to children with SEND?

- The school has had modifications undertaken to allow full accessibility for all disabled pupils and is fully DDA compliant. The Physical Impairment Service has worked with us to ensure that we have appropriate facilities for any child with a physical disability to freely move around the building.
- Our buildings are on one level: Adaptations up to date include ramp access to doors, electronic entrance door / doors that stay open at 90 degrees, a designated room for rest, and fully equipped disabled toilet facilities.
- We are committed to maintaining full access arrangements for any children or adults with additional needs as the need arises.
- Accessibility Policy and Plan (see website).
- Families are invited to please inform us of access or additional needs on registration.
- We ensure wherever possible 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.
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off-site activity or a school visit.

How will we support your child when they are joining or leaving this school? OR moving on to another class?

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

If your child is joining us in Year 3 from Brockwell Infant School:

- The SENDCo and/or class teacher will visit the schools as appropriate and meet with your child, teachers, and parents.
- A photo book introducing the staff and setting may be produced if this would be beneficial to your child.

If your child is moving to a new school:

- We will contact the SENDCo and ensure they know 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.
- We will inform the new setting of any support from outside agencies.

When moving classes in school:

- Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place.
- New class teacher will be invited to any meetings that are arranged during the summer term prior to moving classes.

- If your child would be helped with a book, photographs or a passport to support them in understanding moving to a new class, this can be made for them.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's Secondary school.
- As well as the arranged transition days, if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at Brockwell Junior School.
- If your child would be helped with a book, photographs or a passport to support them in understanding moving to a new school, this can be made with them

How will we support your child's emotional and social development?

At Brockwell Junior School, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way, and we are committed to supporting them through these.

These needs can present themselves in a number of ways including behavioural difficulties, anxiety, being upset or uncommunicative.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, so this should be your first point of contact. If further support is required, the class teacher liaises with Mrs Crutchley/Mrs Cooper (SENDCo) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, our Inclusion Support Advisory Teacher and an Educational Psychologist.
- We have an effective Anti-Bullying policy, Mini-Leaders, Lunchtime Nurture Group and, when required, playtime circle time to support children.

- Nurture/ELSA support with specially trained Teaching Assistants.
- Please see our school website's home learning page for further details of how we support children's wellbeing.
- Pastoral and Learning Support can take place in a designated learning support room.

What is the local offer?

- The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.
- More information can be found at: www.derbyshiresendlocaloffer.org

Complaints Procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher or SENDCo, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.