



**Race Leys**  
Junior School

# Special Educational Needs and/or Disabilities

Information Report 2018/19

Date: September 2018

Review Date: September 2019

Reviewed Annually



At Race Leys Junior School, we welcome everybody into our community. The staff, Improvement Board, Governors, pupils and parents work together to make Race Leys Junior School a happy, welcoming place where children and adults can achieve their full potential and develop as confident and resilient individuals. This means that equality of opportunity is crucial to our children and we make it a reality through the attention we pay to different groups of children with our school community, a positive learning environment that enables all pupils to make the greatest possible progress and achieve their full potential as well as following our values based curriculum, where we highlight and promote important values.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to develop pupils self-confidence through their learning whilst enabling them to maximise their full potential to work independently.

We are committed to narrowing the gap between SEND and Non-SEND pupils. This commitment is addressed through a range of approaches to maximize SEND access to, and engagement with, learning. Our approaches to meeting SEND needs are tailored to individual children and their impact kept under review and will include a range of intervention activities that will be developed to personalise learning.

As a school, we work closely with families to secure good attendance, aiming to be at least in line with the national average at around 96%. Absence from school is discouraged for its negative impact on learning and as a consequence holiday absence is not supported by the school for any child, including those with SEND. We want pupils to want to come to school to experience our high quality learning provision.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident as individuals

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Race Leys Junior School, please contact the school office at 02476 490644 or email at [admin2615@welearn365.com](mailto:admin2615@welearn365.com)

SEND Coordinator & Inclusion Manager: Mr. M Bevan

### **Special needs for which provision is made at the school**

*We refer to the term ‘Special Educational Needs’ if a child:*

- has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision.
- has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of a similar age.

*Difficulty or disability may relate to:*

- Communication and interaction
- Cognitive development and learning

- Sensory and physical conditions
- Social, emotional and mental health and well-being concerns which may negatively impact on a child's ability to engage with learning

### ***Special Educational Provision relates to:***

- Provision that is additional or different from that what is made generally for most children in school.

### ***Assessment:***

- This is an ongoing core process throughout the school. It is a check that each child is making expected progress against the national expectations set for each child from Early Years to Year 6.
- If a child is not making expected progress, then the school may undertake additional, targeted assessments to specify the exact nature of need and identify strategies that will support the child to take the necessary next steps in learning.

### ***Expected Progress is defined as:***

- Narrowing the attainment gap between the child and their peers with a view to closing that gap completely
- Preventing the attainment gap growing wider
- Matching or improving on the previous rates of progress
- Demonstrating an improvement in personal and social skills
- Demonstrating an improvement in a child's behaviour allowing them to be receptive to learning

### **Assessment and Identification**

The school promotes a graduated approach to assessing, identifying and providing for the pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary, increased specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout Key Stage 2, the children are assessed against the national curriculum to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers, parents and support staff play a vital role in raising concerns about other barriers to learning, such as social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress, the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice. Following assessment and staff consultation, a child's special needs are identified and the needs are recorded on the SEND Register.

An Individual Education Plan (I.E.P.) is devised in collaboration with the child. The I.E.P. is sent to parents who are invited to discuss it with the class teacher and make contributions. In some cases, teachers are supported by specialists from outside school. They will meet with parents and school staff for Review meetings annually, in addition to parental meetings.



## **Provision**

*Class teachers have responsibility for enabling all pupils to learn. To achieve this they:*

- plan appropriate work/activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum and use of resources to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks/activities
- monitor individual progress on a regular basis against agreed assessment objectives
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on I.E.P.s and discuss these with parents, pupils and support staff

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

### ***Support Staff:***

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the class teacher on learning goals, barriers and progress
- help to prepare resources and adapt materials.
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school

### ***Interventions:***

Interventions are carried out by the school and are 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- having support staff in the classroom
- implementing a more focused level of support in a small group or 1:1 context
- providing focused work to be completed at home

Interventions are arranged and timetabled by members of the SLT and teachers and TAs generally provide the interventions so that they can adapt provision according to need.

### ***Organisation of Support:***

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing differentiated planning that is used across the school to ensure that all lessons are appropriately challenging. Lessons are structured to provide a range of activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- direct or indirect support in the classroom
- focused withdrawal support from the classroom



We encourage emphasis being placed on learning within the normal peer groups. Although the needs of individual pupils are carefully considered and may not necessarily be supported within whole class/group learning. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support. Bespoke pastoral and learning support is enhanced by 'Before and After' school groups as well as 'Nurture Groups' arranged during the day which help to develop self-confidence and self-belief.

### **External Agencies**

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, the school will engage with relevant external services.

#### ***External agencies will be engaged when a child:***

- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing literacy and numeracy skills despite intervention
- has emotional and/or social difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised support programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- has learning needs that manifest themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children may widen which needs further investigation. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given. Pupil details and information will only be shared with education and/or medical professionals in accordance with the freedom of information act.

#### ***The external specialist may:***

- Act in an advisory capacity to refine targets set by the school
- Extend the expertise of the teaching staff
- Provide additional assessment
- Be involved in supporting the child directly
- Suggest that a statutory assessment is advisable
- Consult with all parties involved with the child

Support Staff, including the Learning Mentors and TAs are assigned across the whole school to support SEND pupils according to need. Links with outside agencies are well established and transition to and from our feeder and transfer schools is effective due to on-going, close liaison with these schools.

## **Statutory Assessment**

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The Education & Health Care Plan (EHC Plan) incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required, the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA).

### ***The Local Authority will need to have:***

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place

### ***This information includes where relevant:***

- Individual Education Plans (I.E.P.s) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services)

The views of the family and child are sought throughout the EHCP application process. Parents/carers may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Authority.

If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies involved with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. The school will prepare the necessary documentation and send it to the Local Authority. Statements/EHC Plans are subject to annual review, which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise.

### **Recording:**

Records are kept on each child. Central records are held in the main office, with SEND records stored in the Inclusions Manager's room in a locked filing cabinet. All records held and data used is within GDPR compliance requirements.

## **Senior Leader for Inclusion and SEND**

Mr. Bevan is an Assistant Head within the school and as such is the senior leader for Inclusion and SEND. Within this remit, he carries responsibilities for the wider inclusion agenda for all children including children looked after (CLA), the early identification of children with possible SEND and the implementation of the SEND policy. He has oversight of the use of the additional funding provided for the educational support and development of all vulnerable groups including CLA, pupil premium and those learners with SEND and the evaluation of the impact of that expenditure. In addition, Mr. Bevan collates and reviews the school's SEND Register and provides support for families through 1:1 and small group meetings as well as parent information events during the year.

He provides leadership and guidance in relation to this brief to other members of staff, including both teachers and additional adults. He attends regular local authority and consortium events aimed at supporting school to provide high quality provision for all vulnerable learners and cascades this information and training to staff on a regular basis. SEND provision and documentation is regularly reviewed to ensure compliance with statutory requirements and the school is committed to supported self-evaluation of its SEND provision through partner quality assurance visits from other SEND leaders within the Griffin Schools Trust family of schools.

### **Resources**

A wide range of materials are provided by the school in order to draw up a bespoke programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

### ***Partnerships:***

The partnership between families and school plays a key role in promoting a culture of positive expectation for SEND pupils. Family partnership is encouraged through termly consultations, family learning events, curriculum newsletters, annual reports, SEND reviews and informal discussions. The school is committed to creating positive links with parents and carers through transparent and regular communication. If families have concerns or situations change, they are encouraged to make an appointment to see senior staff. Teachers are also available at the end of each day. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly and effectively.

### ***School Agency Partners may include:***

- Education Psychology
- Child and Adult Mental Health Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Social Communication Outreach Service
- Hearing Sensory Support
- Visual Sensory Support

- Learning Difficulties and Disabilities

If you would like to learn more about what services are locally available for children with Special Educational Needs and Disabilities from Warwickshire County Council please follow this link: <http://warwickshire.gov.uk/send>

If you would like to know more information about these services, contact the school office at 02476 490644 or email at [admin2615@welearn365.com](mailto:admin2615@welearn365.com)



# The Local Offer

[www.warwickshire.gov.uk/send](http://www.warwickshire.gov.uk/send)

Information to support children and young people from 0-25 years old with special educational needs and disabilities (SEND) in Warwickshire including:

- ✓ Education and training
- ✓ Education, health and care assessments
- ✓ Local health services
- ✓ Social care support
- ✓ Parent/carer support
- ✓ Short breaks and respite
- ✓ Activities and clubs
- ✓ Living independently
- ✓ Registering on the disability register
- ✓ Help in developing the Local Offer

For more information contact the Family Information Service  
0845 090 8044 / 01926 742274

