



## Harewood Junior School

### SEND Information Report - January 2022

We are a large junior school with just under 360 children on roll in an area of high social need in the suburbs of Gloucester, currently with 27% of children on the SEN register and further children with a wide range of social, emotional and pastoral needs as well as an increasing number of children and families with English as an Additional language. Our Inclusive ethos drives all of our work to providing the best quality of education we can for all children whatever their need, whether academic, social, or emotional.

We are proud that our dynamic and 'uncompromising commitment to including pupils and meeting their academic and personal needs equally and effectively' (Ofsted, 2018) was recognised during our most recent Ofsted inspection in November 2018.

The school has worked with Achievement for All since September 2010 and has been accredited as an AfA Lead School since 2014 (latest three year reaccreditation October 2020), as well as holding the IMPACT Inclusion Award (Educational Psychology Service); Mental Health Champions Award (GHLL); and Silver Sports Mark Award.

The headteacher and her senior leadership team are dedicated to sourcing and delivering high-quality CPD for all staff, as well as constantly updating their own knowledge - see Staff Development section for details – so that we can ensure our ability to provide for all children's needs.

#### Identification

The school's Assistant Headteacher for Inclusion, Mr Taylor, is responsible for ensuring that pupils' special educational needs are identified. Mr Taylor can be contacted through the school office.

There are a number of ways in which we identify those pupils who need extra support:

For children joining us in the September of Y3:

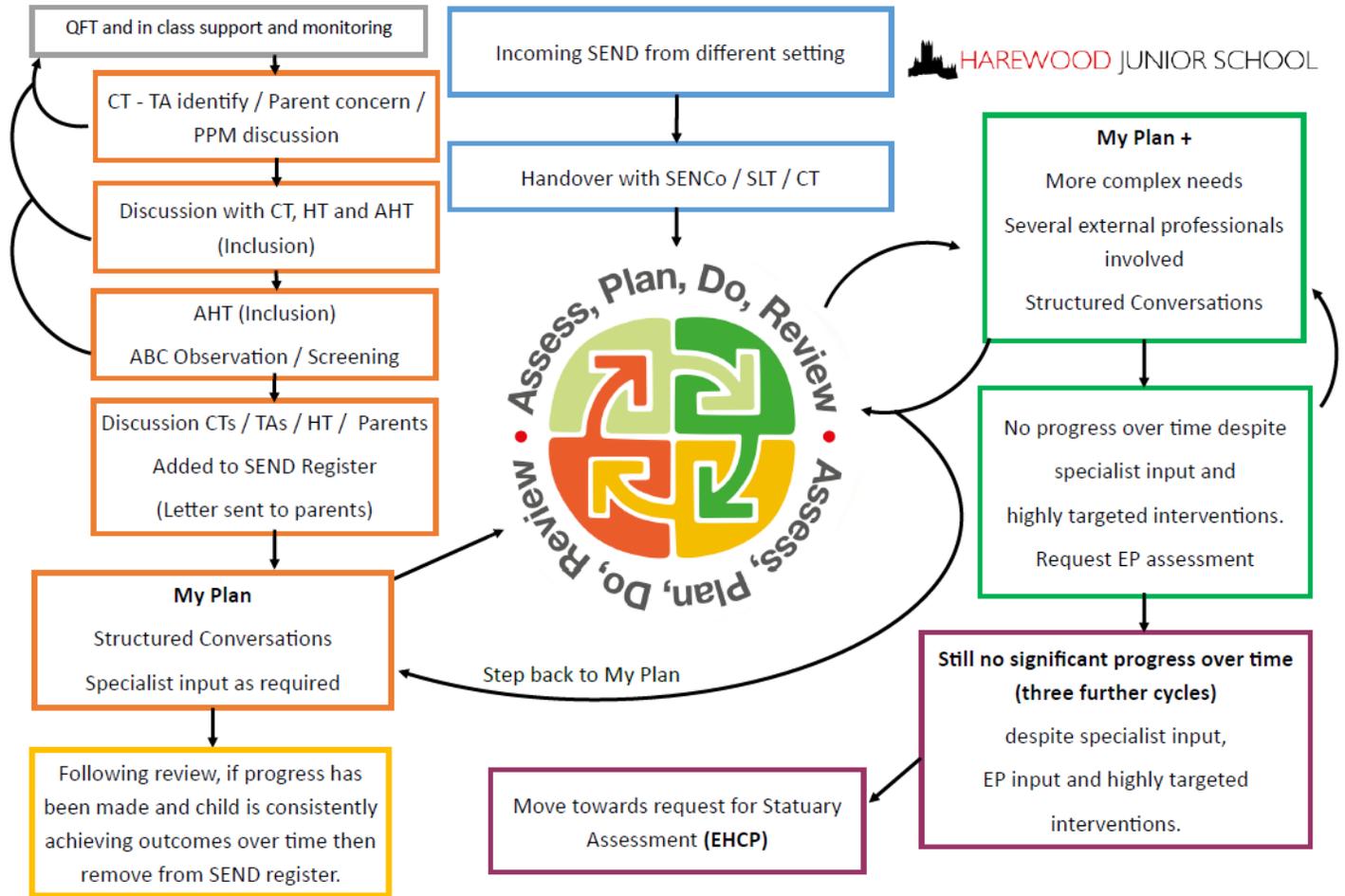
1. In the summer term, class teachers, the school Learning Mentor and Assistant Headteacher (Inclusion) each meet with their counterpart from Harewood Infant School to discuss the Y2 pupils who will be joining us in the September and their needs. The Assistant Headteacher (Inclusion) or Headteacher attends any multi-agency meetings and collects SEND records.
2. In September, the new Y3 pupils are given screening tests to identify any other pupils who might need support; this includes assessing any child who did not pass their Year 1 Phonics Screening Test first time, even if they passed subsequently.

Where pupils joined the school at other times, or into other year groups:

1. class teachers and the Assistant Headteacher (Inclusion) check records from their previous school to see whether any SEND had been identified.
2. we carry out baseline assessments.

The Headteacher leads half termly pupil progress meetings with each class teacher and the Assistant Headteacher (Inclusion) where every child's progress is monitored and discussed. In these meetings children who are making less than expected progress or have gaps in their knowledge are identified for support. Children's SEMH needs and wellbeing are also discussed. Interventions are put in place as required and additional screening tests and classroom observations can be undertaken.

We have developed the following flow chart which outlines the SEND identification pathway and GCC Graduated Pathway within the school.



## Parents

All staff value parents' views and input and we work to build meaningful and lasting relationships with families in order that we can support them to support their children. Class teachers and the Assistant Headteacher (Inclusion) meet with parents / carers of children with identified SEND for Structured Conversations each full term (three times a year). Structured Conversations are a shared opportunity for parents and staff to identify desired outcomes for the child and plan for how everyone can work together to support the child's progress. Following the Covid-19 school closures and subsequent restrictions, Structured Conversations have moved online to our video meeting platform, Google Meet. This has been met with praise from parents, some of whom had been unable to join meetings previously due to work commitments and are now able to join meetings remotely whilst at home or work.

Prior to Covid-19 restrictions we provided a variety of opportunities for parents to work alongside their child in school, through workshops including parent/child maths, internet safety, reading and Christmas crafts, or individual projects supported by our Learning Mentor. Unfortunately, some opportunities have been stopped or postponed due to the Covid-19 school closures and additional restrictions over the past two years.

### **Pupil Voice**

'My Profile' documents are prepared during the Autumn term giving pupils with SEND the opportunity to express hopes for the future, what they feel others like and admire about them, what helps them and what doesn't. These are shared with all relevant staff working with the children, and the children's views are considered when setting new outcomes during My Plan, My Plan Plus and EHCP reviews. The Assistant Headteacher (Inclusion) also speaks to children with identified SEND across the school and conducts an annual Pupil Voice survey.

### **Assess, Plan, Do, Review**

We follow a cycle of 'Assess, Plan, Do, Review'. Each child with identified SEND has had a personal 'My Plan' document drawn up, which details needs, desired short-term outcomes, planned actions and the resources/staff that will be used to support them. After a period of no longer than a term, the child is assessed to see how much progress has been made to reach the outcomes. Where relevant, progress is measured using standardised tests. The results are discussed with the child at the time and with parents at the next structured conversation, when the child and parents can take an active role in planning next steps.

Where a child has complex needs or several agencies are involved, a '**My Plan Plus**' is created which brings together much more detailed information about a child's situation and needs. The My Plan+ is created by a 'lead practitioner', usually the Assistant Headteacher (Inclusion) or school Learning Mentor, who will facilitate the support needed to meet the desired outcomes for the child.

Under the current Code of Practice for SEND, pupils who do not make expected progress despite high-quality targeted support, or who have complex needs, can be subject to an **Education Health and Care Plan (EHCP) Assessment**.

### **Transition**

We work closely with our colleagues at Harewood Infant School throughout the year as many of our families have children at each of our schools. Through high levels of communication and information sharing we are able to apply 'joined-up thinking' and strategies that have a real impact on the families we both work with. When transitioning from Harewood Infant school to Harewood Juniors, Year 2 children and their parents are given opportunities to visit the school and extra visits are put in place for some pupils. However, the Covid-19 partial school closures and additional restriction meant that this was not possible over the past two years. Instead, Mrs Mills has recorded a transition video for our new pupils and parents, which introduces them to key staff and the shared areas of the school. In addition, an enhanced transition leaflet was created for children with identified SEND which includes extra photographs and information.

Similar arrangements are made for our Year 6 pupils who are moving up to secondary school. A series of joint Structured Conversations are facilitated so that parents of pupils with identified SEND can meet with their child's new secondary school SENDCo. This is an important part of preparing our children with identified SEND for the transition to secondary school. Due to Covid-19 restrictions, these meetings are facilitated via our online video platform, Google Meet. Extra visits are also arranged for some pupils to their chosen secondary school. For Year 6 children with an EHC Plan, secondary school SENCOs are invited to join us for the annual review so that they have a knowledge of the child's needs and can help set outcomes related to the transition.

### Teaching

In addition to Quality First Teaching, TAs have worked regularly with individuals or groups within the class. A variety of teaching methods have been used and materials modified.

The Assistant Headteacher (Inclusion) has mapped the needs of pupils across the school and planned, with staff, how resources are allocated to meet the needs of pupils with SEND. Over the past year, a variety of interventions have been delivered by TAs, HLTAs or the Assistant Headteacher (Inclusion), which have taken place outside the classroom and work towards specific goals. These have included, but not limited to:

- 1:1 reading using our Triple Read approach which has seen significant gains in children's reading age.
- Rapid Writing.
- Rapid Phonics.
- Maths intervention groups.
- Plus 1 Maths (1:1 Precision Teach maths).
- Reading comprehension groups.
- Social skills groups.
- Pre / post teaching.
- Touch Typing.
- Keeping Myself Safe.
- Play therapy
- FIZZY Programme (fine and gross motor development).
- Handwriting (Speed Up or Write from the Start).
- Language for Thinking.
- Individual and group pastoral support.

All provision is regularly reviewed to ensure its effectiveness and changes have been made as appropriate.

Our EAL specialist, Mr Arnold, provides targeted teaching for all children with English as an Additional language and pre-COVID ran weekly language lessons for parents and carers with EAL.

During the Covid-19 school closures, children of key workers and those children identified as vulnerable under the Government's criteria were able to come into school. Those SEND children who were not in school, because they did not meet the criteria or because parents decided to keep them at home, engaged with teaching and learning through the school's online learning platform SeeSaw, where daily lessons in English, Maths and foundation subjects were uploaded and class teachers gave daily feedback.

Those children who were in school were given access to exactly the same online lessons and resources – essentially whether in school or working from home, all children had the same offer, and this ensured a unity of provision. For children who required it, reasonable adjustments were made to support all children could access learning, this included adjustments to the pitch of the work for those children who would normally have higher level support when in school; packs of work emailed to parents who were having issues accessing

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the online platform; and printed packs of work for children who found it easier to work on paper and whose parents did not have access to a printer, these were collected from the school each week.

A sensory audit of school is completed annually and adaptations have been made to the learning environment to take account of individual needs. Individual workstations have been set up to minimise visual distractions for those children who require them. The needs of pupils with hearing loss have been addressed through seating and test access arrangements, use of lighting, visual prompts, use of ICT etc. The Assistant Headteacher (Inclusion) also works with the GCC ATS for Hearing Impairment.

### Staff Development – SEND and Additional Needs Focussed CPD

Despite the challenges that Covid-19 has brought, over the past two years we have continued to work closely with advisory teachers, educational psychologists, health professionals and social care to develop our knowledge and skills for working with all of our pupils, and especially those with SEND or other additional needs.

Whole Staff CPD	Additional units for TAs only	Additional units for AHT for Inc
<ul style="list-style-type: none"> <li>• Rosenshine’s Learning Principles,</li> <li>• AET Making Sense of Autism,</li> <li>• Improving Outcomes for children with ASD and additional needs</li> <li>• Adverse Childhood Experiences (ACES),</li> <li>• Tourette Syndrome Awareness,</li> <li>• Supporting children with attachment difficulties,</li> <li>• Trauma Informed Practice – Timpson Research Project with Oxford University,</li> <li>• Pathological Demand Avoidance (EP service),</li> <li>• Precision Teaching,</li> <li>• Supporting children with memory difficulties,</li> <li>• Restorative Practice,</li> <li>• Developing the resilience of learners (GHLL),</li> </ul>	<ul style="list-style-type: none"> <li>• Triple Read Approach to reading,</li> <li>• Rapid phonics, and Rapid Writing (training given to key TA members),</li> <li>• ATS and SaLT for those TAs working 1:1 with specific children,</li> <li>• ATS Supporting Children with Literacy Difficulties (Mrs Hughes),</li> <li>• SaLT training Understanding Language (Mrs Day).</li> <li>• What children and young people say</li> <li>• Encouraging book talk in the school library</li> <li>• Listening to young children: supporting transition</li> <li>• Primary science: supporting children’s learning</li> <li>• Exploring books for children: words and pictures</li> <li>• Teaching Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• GSP Speech and Language training (the Speech Den),</li> <li>• Learner Anxiety and OCD,</li> <li>• Understanding Language</li> <li>• Secondary Trauma and Reflective Practice,</li> <li>• SENDCo cluster meetings,</li> <li>• Designated Teacher Training Day (Virtual School),</li> </ul>

<ul style="list-style-type: none"> <li>• Optimum Coaching – Planning and Maintaining Wellbeing (Julie Creswell),</li> <li>• Emotion Coaching,</li> <li>• Building Resilience,</li> <li>• Mental Health First Aid,</li> <li>• Mastery approach in Maths,</li> <li>• GDPR training,</li> <li>• TEAM Teach.</li> </ul>		
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In addition to this, during the 2020 Covid-19 school closures, the TA team also undertook online certificated CPD sessions from a selection put together by the Assistant Headteacher (Inclusion). The significant uptake and numerous certificates submitted to the Headteacher by each member of the TA team was a testament to their dedication to the school and commitment to their own learning. Each course was chosen from accredited CPD providers.

At Harewood Juniors, we are proud of our work supporting colleagues across the spectrum of education. Our Headteacher, Assistant Headteacher (Inclusion) and school learning mentor have all recently contributed to the professional development of educational professionals in other settings e.g., GSP meetings, University of Gloucestershire, the Advisory Teaching Service and other local schools.

**Evaluating Success**

The Assistant Headteacher (Inclusion) has continued a programme of observation of support and intervention sessions, looking at whether pupils achieve desired outcomes and has measured the progress they make at regular points through the year. This has shown that the interventions provided are successful with most children making expected and accelerated progress to close the gaps in their learning. We have recently purchased a school licence for Provision Map, an industry leading piece of software created by EduKey, part of the TES group. Provision Map works in a similar way to our online safeguarding system, CPOMS. All staff will have training to use the system, and which will provide us with a secure, central store for our SEN Plans, Care Plans, Support Plans, etc. as well as an in-depth analysis of the impact and costings of interventions across the school.

**Inclusion**

We want all our pupils to have full access to the range of facilities and activities available and we make every effort to make any necessary reasonable adjustments to ensure this happens. This usually involves providing an extra adult to support the child or may mean using alternative or additional equipment such as modified chairs, writing slopes or personal workstations. A variety of groupings is adopted to ensure pupils with SEND have the opportunity to work with a range of their peers. There are a wide range of extracurricular clubs open to pupils in school as well as Play Therapy, Change for Life, and Let’s Get Cooking, which are targeted at specific children - pupils with SEND are well represented in these clubs.

Where personal care is needed, a personal care plan has been drawn up between the Headteacher, parent, and the member of staff providing the personal care, following any advice given by relevant outside professionals, including health professionals.

Risk assessments have been carried out prior to any off site activity to identify any measures that may need to be taken to ensure safe participation.

### **Pastoral Support**

We have a teamwork approach to supporting our children and families, both within school and working with outside agencies. Our pastoral team, consisting of the Headteacher, Assistant Headteacher (Inclusion), Learning Mentor, CiC TA, Family Learning Co-ordinator, and EAL teacher, meet regularly to plan support which has included:

- Individual work for children who have suffered a bereavement, anxiety, family breakdowns, friendship issues, eating disorders, building self-esteem and other social, emotional and mental health difficulties
- Play Therapy – specialist commissioned provision
- Play Rangers
- Change for Life Club
- Group work e.g., Keeping Myself Safe
- English language sessions for both children and adults
- Time out For Parents (accredited parenting course); CAP money course; Counting Sleep Project.

Our pupils know that there are a number of adults in school to whom they can talk, including the teachers and teaching assistants in their year group, the school Learning Mentor, CiC TA, Assistant Headteacher (Inclusion) and the Headteacher. There are 'worry wallets' in each classroom which are regularly checked by our Learning Mentor.

We are an NHS, Young Minds Matter, Trailblazer school and we make direct referrals into the service for children who we feel would benefit from a short program of CBT therapy. The Assistant Head (Inclusion) has regular meetings with the service's team manager where they discuss referrals in principle and the progress of children being seen.

Despite the challenges faced by Covid-19 school closures and restrictions over the past two years, we are proud that as a school we have continued to provide children with SEND and their families with high-quality, innovative care and support. We have worked closely with GCC EP service to provide Video Interactive Guidance (VIG) for two families, and with ATS to provide Build a Story work, both of which are bought in services after the school identified very specific needs.

Furthermore, during the Covid-19 school closures, welfare calls were made to all SEND children by the Headteacher, Assistant Headteacher (Inclusion) and the Learning Mentor. This aided us in ensuring the right provision was in place to support SEND children and their families during this difficult time and maintain their access to high quality education.

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In accordance with our clear Anti-bullying Policy, we have worked regularly with all children, through PHSE lessons and assemblies to ensure that our pupils understand the signs of bullying and know what they can do if they have or see a problem. All reports of bullying are taken seriously, with support for the victim, but also support for the bully to change his/her behaviour. We have also worked to build children's self-esteem and resilience. Our Learning Mentor has done specific work with some groups of children to promote positive play. The school adopts Restorative Practice, and is continually strengthening its approaches to building, maintaining and repairing harm to relationships across all levels in school.

### Working with Other Agencies

Over the past year we have worked with many external professionals and agencies to support our children and families. Support has been sought through My Plan Plus, referrals to Social Care, the Early Help team, health professionals, local authority education services, and charities. We have also requested and facilitated a number of multi-agency meetings and 'Team Around the Child' meetings and have responded to requests for information or collaboration from other agencies.

Professionals with whom we have worked this year include:

- Educational Psychologists and Advisory Teachers
- community paediatricians, clinical psychologists, psychiatrists, school nurse, occupational therapists, speech and language therapists, physiotherapists, primary mental health workers and specialist nurses
- social workers, family workers from other schools, Early Help team
- Young Carers, Play Rangers, local churches, Winston's Wish
- Virtual School for Children in Care, independent reviewing officers (CiC)

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We have also worked with our school improvement partners and coaches, and our Inclusion Governor to ensure that our provision and procedures are the best they can be.

There are two designated teachers for Children in Care - the Headteacher and Assistant Head (Inclusion).

### Complaints

Most concerns can be addressed through discussion with your child's class teacher or the Assistant Headteacher (Inclusion); however, parents can follow the school's complaints procedures included in our Keeping Parents Informed and Dealing with Concerns policy.