

Harewood Junior School SEN Information Report January 2019

We are a mainstream junior school with a strong commitment to Inclusion and Equal Opportunities. This was recognised during a recent Ofsted inspection (November 2018), where the report commented that the school had “an uncompromising commitment to including pupils and meeting their academic and personal needs equally and effectively.” We currently support pupils with a range of difficulties and disabilities including: cognition and learning; communication and interaction; social, emotional and mental health needs; and physical difficulties (including hearing impairment and medical conditions).

The school is accredited with the following awards: Achievement For All Lead School status; IMPACT Inclusion Award (Educational Psychology Service); Mental Health Champions Award (GHLL); and Silver Sports Mark Award. Recently, there has also been whole school training on: Supporting children with attachment difficulties; Pathological Demand Avoidance (EP service); Precision Teaching; supporting children with memory difficulties; Restorative Practice; improving the implementation of the Graduated Pathway in school; developing the resilience of learners (GHLL); Optimum Coaching – Planning and Maintaining Wellbeing (Julie Creswell); Mental Health Project; the Mastery approach in Maths; and GDPR awareness training in light of the new legislation from May 2018. The Assistant Headteacher (Inclusion) has also recently additionally attended: RAS training; attendance at a SEND resources panel at Shire Hall, planning for children with complex needs (ATS), 3 day Restorative Practice training (Glos LA), Gloucestershire SENDCo conference, regular SENDCo cluster meetings; Designated Teacher Training day (Virtual School); phonics for the hearing impaired (ATS); Clicker 7 breakfast seminar. The Teaching assistant team have received further training in: Rapid phonics, and Rapid Writing (training given to key TA members); planning support for RE; interactive whiteboard use refresher training; discussion around the implications of the new GDPR; writing effective My Profiles; targeted support from ATS and SaLT for those TAs working 1:1 with specific children; FIZZY training (R. Jones); and 5 ways to Wellbeing training (R. Jones and J. Hearfield).

A number of staff have also been appointed to the inclusion and pastoral team, these include Akila Priday (1:1 teaching assistant) and Jacqui Green (HLTA). Andrew Arnold now delivers weekly English language classes to adults in addition to supporting children with EAL in school.

Identification

The school’s Assistant Headteacher (Inclusion), Mrs Rebecca Wood, is responsible for ensuring that pupils’ special educational needs are identified. She can be contacted through the school office.

There are a number of ways in which we identify those pupils who need extra support. In the summer term, class teachers, the school Learning Mentor and Assistant Headteacher (Inclusion) each met with their counterpart from Harewood Infant School to discuss Y2 pupils and their needs. The Assistant Headteacher (Inclusion) or Headteacher attended any multi-agency meetings and collected SEN records. In September, the new Y3 pupils were given screening tests to identify any other pupils who might need support. Where pupils joined the school at other times, or into other

year groups, class teachers and the Assistant Headteacher (Inclusion) checked records from their previous school to see whether any SEN had been identified. We have also carried out various screening tests and classroom observations at the request of parents or external professionals who have expressed concern about a child's learning or development.

This year we are continuing with our programme of half termly pupil progress meetings between class teachers, the Headteacher and the Assistant Headteacher (Inclusion) to discuss the progress of all pupils, where every child's progress is monitored; children who are making slow progress or have gaps in their knowledge are identified for support; and the impact of current interventions evaluated.

Parents

We continue to meet with parents / carers of children with identified SEND for a 'Structured Conversation' to reflect on what has gone well and to share views on the pupil's progress and educational needs. They have also allowed for parents and staff to identify desirable outcomes for the child and to plan for how everyone can work together to support the child's progress.

We have provided a variety of opportunities for parents to work alongside their child in school, through workshops including internet safety, reading and Christmas crafts, or individual projects supported by our Learning Mentor.

Pupil Voice

'My Profile' documents were prepared at the start of 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.

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 not 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 and several agencies are involved, a '**My Plan Plus**' has been prepared, which brings together much more detailed information about a child's situation and needs. This enables us, with parents and other professionals, to identify desired outcomes for the child that are not just educational, but include health and social care needs. This is drawn up by a

key worker, 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 in spite of high quality targeted support, or who have complex needs, are subject to an **Education Health and Care Plan (EHCP) Assessment**. EHCPs have now replaced the old Statements of Special Educational Needs.

Transition

In the summer term, we gathered information, from Harewood Infant School, on pupils due to join us, by meeting with staff, scrutinising records and attending multi-agency meetings. Both parents and pupils in year 2 were given opportunities to visit the school and there were extra visits for some pupils.

Similar arrangements were made for our year 6 pupils moving on, and a series of joint conversations were facilitated so that parents of pupils with SEND could meet with the secondary SENDCo. Extra visits were also arranged for some pupils to their chosen secondary school. Both children and parents were provided with literature produced by school, to better inform and support them with this transition process.

We have developed strong working relationships with staff in other schools and this has enabled us to continue joint working to support the child through the transition period.

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: 1:1 reading (Oxford Reading Tree, Wolf Hill); RAPID Writing; Rapid Phonics; maths intervention groups; reading comprehension groups;; social skills groups; pre / post teaching; Touch Typing; Therapeutic Story Writing; play therapy; FIZZY Programme (fine and gross motor development); handwriting (Speed Up or Write from the Start); Language for Thinking; precision teaching; and individual pastoral support. All provision has been regularly reviewed to ensure its effectiveness and changes have been made as appropriate.

A sensory audit of school is now completed annually and adaptations have been made to the learning environment to take account of individual needs. Individual work stations have been set

up to minimise visual distractions. 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.

Staff Development

In the last year 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 our pupils with SEND. All staff have undertaken training in: Supporting children with attachment difficulties; Pathological Demand Avoidance (EP service); Precision Teaching; supporting children with memory difficulties; Restorative Practice; improving the implementation of the graduated Pathway in school; developing the resilience of learners (GHLL); Optimum Coaching – Planning and Maintaining Wellbeing (Julie Creswell); Mental Health Project; the Mastery approach in Maths; and GDPR awareness training in light of the new legislation from May 2018.. The Assistant Headteacher (Inclusion) has also additionally attended: RAS training; attendance at a SEND resources panel at Shire Hall, planning for children with complex needs (ATS), 3 day Restorative Practice training (Glos LA), Gloucestershire SENDCo conference, regular SENDCo cluster meetings; Designated Teacher Training day (Virtual School); phonics for the hearing impaired (ATS); Clicker 7 breakfast seminar. The Teaching assistant team have received further training in: Rapid phonics, and Rapid Writing (training given to key TA members); planning support for RE; interactive whiteboard use refresher training; discussion around the implications of the new GDPR; writing effective My Profiles; targeted support from ATS and SaLT for those TAs working 1:1 with specific children; FIZZY training (R. Jones); and 5 ways to Wellbeing training (R. Jones and J. Hearfield). 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 Virtual School, Gloucestershire Inclusion Conference.

Evaluating Success

The Assistant Headteacher (Inclusion) has continued a programme of observation of support and intervention sessions. She has looked 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 continue to work with our Achievement for All coach to ensure that outcomes for all our vulnerable children are good.

Inclusion

We want all of 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 Course 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. therapeutic story writing
- 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 is a 'worry box' in school which is regularly checked by our Learning Mentor.

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 a variety of 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)

We have also worked with the local authority SEN Monitoring and School Support team and with our Achievement for All coach to ensure that our provision and procedures are the best they can be.

The designated teachers for Children in Care are Mrs. A. Mills and Mrs R. Wood - see Policy for Looked After Children.

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.