

Harewood Junior School's SEN Local Offer

At Harewood Junior School, we welcome everybody into our community and we are committed to Inclusion and Equal Opportunities. We want all of our pupils, whatever their individual needs, to aim high and to achieve their best, both academically, across the curriculum and socially.

"Adults place pupils' well-being at the centre of their work and this makes the school a happy place to be." Ofsted January 2014

"This school continues to be good", demonstrating 'an uncompromising commitment to including pupils and meeting their academic and personal needs equally and effectively'". Ofsted November 2018

We have been involved for several years with the Achievement for All project, which aims to enable children with a range of vulnerabilities, including SEND, to make good or better than expected progress. We are very pleased to have been awarded Lead School status. We are also in receipt of the IMPACT Award for Inclusion and Motivation of Pupils with Autism and Communication Needs (2017), as well as the GHLL Mental Health Champions Award (2017).

Here are our responses to some of the questions that parents might ask about provision for pupils with SEND at Harewood Junior School:

How does our school know/identify that children have special educational needs (SEND)?

We liaise closely with the schools from which pupils join us, so that we have an understanding of pupils' individual needs before they join us. This includes discussions between the headteachers, SENCOs and other relevant professionals from both schools as well as between class teachers. The Assistant Headteacher (Inclusion) also attends meetings with outside agencies for pupils in year 2, where possible.

When pupils join us, we carry out screening assessments to identify those who would benefit from extra support.

Class teachers meet with the Headteacher and the Assistant Headteacher (Inclusion) several times during the school year to discuss the progress of all pupils. Through this process, we can identify pupils who have gaps in their

learning or whose progress causes concern and plan extra support to help them to make the best possible progress.

Concerns are also raised by parents and through liaison with outside agencies. Any health diagnosis through a paediatrician is also taken into account.

What are the first steps our school will take if special educational needs are identified?

Where a concern has been identified, the class teacher and Assistant Headteacher (Inclusion) will plan support that can be given in the classroom. This may involve adapting the classroom environment, teaching strategies and/or resources used. A specific intervention may be planned to help the pupil to make progress. Often, this will be all that is needed and will be short term. If it is felt that support may be needed for a longer period of time, the class teacher or Assistant Headteacher (Inclusion) will let parents know and invite them to discuss their views.

What should parents/carers do if they think their child has SEND? How can they raise their concerns?

The first person to talk to is your child's class teacher, but parents can also talk to the Assistant Headteacher (Inclusion) or Headteacher. There are several formal opportunities a year for parents to meet with their child's teacher, but it is always possible to make an appointment at other times, should the need arise.

How will our school include parents and students in planning and support?

Where a child is felt to need ongoing support, parents will be invited to a 'Structured Conversation' with the class teacher and, where possible, the Assistant Headteacher (Inclusion). These conversations reflect on what has gone well, parents' and teachers' views of the pupil's progress and educational needs, next steps for the pupil and plans for how the school and parents will support the child towards making progress. Wherever possible, the child's views will be taken into account during this process.

How will our school teach and support children with SEND?

All teachers have the highest possible expectations for pupils in their class. Teaching is carefully targeted to meet the needs of groups and of individual children and is based on what they already know, understand and can do.

At times, either the teacher or a teaching assistant will work with a group of children within the class, or with an individual, as part of normal classroom practice.

A variety of teaching methods are used so that each child is fully involved in learning. Where appropriate, materials are modified or support is provided to ensure that pupils with SEND access the curriculum, learning and assessment process.

Who will oversee, plan, work with my child and how often?

Our Assistant Headteacher (Inclusion) oversees all provision for every pupil who needs extra educational support. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may also be a teaching assistant working with your child, either individually or as part of a group. Parents will be informed of the nature and regularity of this support.

For children without an Education, Health and Social Care Plan

Extra support often takes the form of group 'interventions', which:

- take place either in or outside the classroom;
- are run by a teacher, the school Learning Mentor, the Assistant Headteacher (Inclusion), a teaching assistant or higher level teaching assistant;
- work towards specific targets and
- are closely monitored by the Assistant Headteacher (Inclusion), to ensure that they are effective in helping children to make better progress.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, or requires additional pastoral support.

For children with an EHC Plan

The Assistant Headteacher (Inclusion) will be involved with other professionals to plan the transition and make sure that the pupil has the necessary support in place from the start. The pupil will be monitored regularly and support adjusted where necessary. A child with an EHC plan may have visits from the appropriate outside agencies, e.g. speech and language therapist or advisory teacher.

Class teachers will be involved in any consultation processes, along with parents and the child, so will be informed of any adjustments that need to take place in the classroom so that your child can access the curriculum at their level. Your child may be entitled to additional adult support either in or out of the classroom. We try to minimise the time your child spends outside the classroom, where possible.

How does our school plan the support? How are our resources allocated and matched to needs?

The school's budget includes money for supporting pupils with SEND. The Headteacher, in consultation with the governors, decides on how this is spent.

The Assistant Headteacher (Inclusion) maps the needs of pupils within each year group and plans, with year group leaders, how resources will be allocated to meet these needs. Funding is used for employing TAs to work with children with EHC Plans, support small groups or individuals where necessary. All provision is reviewed regularly and changes are made as necessary.

How is the decision made about the support your child will receive?

We ensure that the needs of all children with SEND are met to the best of the school's ability within the funds available.

A proportion of the school's budget is allocated to supporting vulnerable pupils, including those with SEND. This is used on a needs basis and is mostly used to fund our team of teaching assistants and our learning mentor. Children with the most complex needs are given the most support.

How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents and children in this process?

Our Assistant Headteacher (Inclusion) gathers information at the end of each term on the progress of each child receiving extra support, including whether they are meeting individual targets set for them, progress in standardised tests measuring reading and spelling ages, and Age Related Expectations.

The progress of each child with SEND will be discussed with parents in a structured conversation, when parents can take an active role in planning next steps for provision for their child.

Each child's views are sought prior to review and they will have regular discussions with teaching assistants who support them, which will feed into the planning process.

Who will be working with your child?

The class teacher or a teaching assistant may support a group, including your child, for some lessons. In some cases, there may be individual support from a teaching assistant. Intervention groups may be led by the Assistant Headteacher (Inclusion), teaching assistant, higher level teaching assistant or learning mentor.

How does our school ensure that the information about a child's EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Each class has a folder, available to all adults likely to work in that class, that contains relevant information about the needs of pupils with SEND, including details on current provision and targets for individual pupils.

The Assistant Headteacher (Inclusion) meets regularly with TAs and class teachers to share any information received from outside professionals or parents, whilst maintaining confidentiality where appropriate. She also meets with the team of TAs so that relevant information can be shared more widely.

Class teachers and relevant TAs are also consulted during the annual EHCP review process.

What role will the child's class teacher play?

The class teacher has responsibility for the progress of every child in his/her class, including those with SEND. They plan, jointly with parents, our Assistant Headteacher (Inclusion), teaching assistants and any outside professionals working with the child, to provide for his/her specific needs. This may entail making adjustments to the planning of lessons, providing additional resources, the organisation of the classroom, the teaching strategies used and/or the use of other adults in the classroom.

Class teachers meet regularly with the Assistant Headteacher (Inclusion) and with the headteacher to discuss the progress of each child in their class. They identify any gaps in a child's learning or understanding and plan extra support to help them to make the best possible progress.

What expertise does our school and our staff have in relation to SEND

The Assistant Headteacher (Inclusion) holds the National Award for SEN Coordination. It is the Assistant Headteacher's (Inclusion) job to support class teachers in planning for children with SEND. Whole school training is given to staff on a regular basis and has included awareness training for:

specific language difficulties; autistic spectrum disorder; supporting pupils with challenging behaviour; hearing impairment; supporting children with literacy acquisition difficulties; treatment of asthma, use of Epi-pen and epilepsy; attachment; mental health awareness; supporting children with memory difficulties; restorative practice approaches; Adverse Childhood Experiences (ACES); and the launch of the Timpson Trauma project.

Specific staff have attended courses in: delivering specific interventions; supporting pupils with neuro-muscular disorders; supporting children with Down's syndrome; supporting children with ADHD; co-ordination difficulties, including Dyspraxia; as well as supporting children with visual impairment, Attachment difficulties and Pathological Demand Avoidance. They are also provided with specific in-house or further external agency, training as necessary.

Individual staff have particular areas of expertise including:

Massage in Schools instructor; Positive Parenting facilitator; My Assessment / My Plan Plus lead professional; Numicon trainer; Numeracy consultant for teaching assistants; supporting children with Selective Mutism; and counselling.

The Assistant Headteacher (Inclusion) attends regular SENCo cluster meetings and other relevant training events, as well as Achievement for All meetings. She has been involved in supporting other SENCos working towards their national accreditation, and meets regularly with outside professionals and the school's SEN governor.

The Educational Psychologist and Advisory Teaching Service are also involved in training and advice for staff, as are NHS specialists.

What intervention programmes does our school use for children with learning difficulties including:

Autistic Spectrum Disorder

In 2017, the school gained the IMPACT award for inclusion of children with Autism and communication needs.

Pupils with ASD are supported in ways which are planned to meet their individual needs. This may include:

- the use of Social Stories
- the use of Comic Strip Conversations
- social skills groups
- peer awareness sessions for specific year groups
- visual signage
- use of visual timetables, prompt sheets etc.
- availability of quiet workstations
- adaptations to teaching methods, seating arrangements etc.

- access to advice from the advisory teacher for communication and interaction

Hearing impairment

Pupils with long term hearing impairment may be visited in school by an advisory teacher, who ensures that any hearing aids are in good working order and works with parents and with school to ensure that the best possible support is given.

School staff are also aware of the implications of conductive hearing loss (Glue Ear) for pupils in school and make adjustments to their teaching accordingly.

Visual impairment

Pupils with visual impairment may also be visited by an advisory teacher, who advises staff on any equipment or adjustments to teaching resources that may be necessary.

Speech and language difficulties

We provide pre-tutoring of topic specific vocabulary at the start of a new term.

We have access to support from a qualified speech and language therapist (SaLT) attached to the Advisory Teaching Service and an NHS SaLT who set targets as a result of observations and assessment and provides relevant resources.

We use the Communicate in Print resource to support visual communication.

We deliver both 1:1 and group language development interventions, using a variety of resources recommended by speech and language therapists.

Dyslexia

We deliver structured programmes for teaching phonics and whole word reading. Where necessary, pupils are supported to use spelling aids, ICT, adapted reading materials and group reading support.

What support does our school put in place for children who find it difficult to conform to normal behavioural expectations and how do we support children to avoid exclusion?

We have a clear Behaviour policy which follows a Restorative Approach and details our system of rewards and sanctions. This policy takes into account the differences in the needs of our pupils.

'The behaviour of pupils is good and all pupils have a clear understanding of the school's high expectations of behaviour.'- Ofsted January 2014

The children's 'genuine commitment as restorative stars in solving disputes between pupils at breaktimes was exemplary ... consequently, pupils achieve well both academically and personally.' Ofsted November 2018.

When a child does find it difficult to follow the school's expectation for behaviour, our first approach is to make efforts to understand any causes for this difficulty and to put in place any pastoral or educational support necessary. This may include drawing up Individual Behaviour Plans, which are developed alongside the child and parents to identify specific issues, set targets and plan support.

After any behaviour incident, we expect the child to reflect on their behaviour with an adult: this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Where a child's behaviour risks his/her exclusion from school, support may be sought through relevant outside agencies such as GFAPS.

Which other services do we use to provide for and support our pupils?

How do we meet the needs of SEND children?

Services who visit the school to help with support/advice and training include:

Educational psychologists

Advisory teachers for:

- hearing impairment
- visual impairment
- Social, emotional and mental health
- communication and interaction

- cognition and learning
- physical disabilities

NHS staff:

- school nurse
- occupational therapist
- speech and language therapist
- physiotherapist
- diabetes Nurse
- paediatrician
- CYPS

Social workers

Independent reviewing officers for Looked After Children

Virtual School for Looked After Children

How do we support families of these pupils?

Our Learning Mentor and Family Learning Coordinator work closely with the Family Worker from Harewood Infant School to bring together support for our families.

There are weekly coffee mornings for parents facilitated by the Learning Mentor.

Our Family Learning Coordinator runs both small group and more personalised 1:1 sessions covering topics such as parenting strategies, budgeting and promoting effective bedtime and sleep.

Through regular meetings, parents and staff can share concerns and ideas for what works well for a child.

Where a professional from an outside agency has visited your child in school, we will feed information back to you and, where appropriate, we will facilitate multi-agency meetings to bring together the various professionals who work with your child.

How does our school provide support to improve emotional and social developments of our SEND pupils?

How does our school manage the administration of medications?

All staff are aware of our school policy on medicines, a copy of which can be obtained from the school office. Medication prescribed by a doctor will be given in school when it is necessary for child to take it during the school day. Parents will be asked to sign a permission form for a designated member of staff to administer the medicine. A record is made each time medicine is given.

How does our school help with personal care when needed?

Where needed, a personal care plan is drawn up between the headteacher, parent, and the member of staff providing personal care. This plan will follow any advice given by relevant outside professionals, including health professionals.

What is our policy on day trips, school outings, and health and safety arrangement?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. Where possible we will facilitate the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils with SEND?

We have a teamwork approach to supporting our children and families, both within school and working with outside agencies. The headteacher, learning support mentor, and Assistant Headteacher (Inclusion) work together to plan support which may include:

- individual work for children
- small group work for children
- specific projects for parent(s) and child(ren) to work on together in school
- 1:1 play therapy – specialist commissioned provision
- individual or small group support for parents e.g. Time Out For Parents, CAP money course, Counting Sleep Project
- targeted lunchtime or after school activities

(for more details see Pupil Premium report and offer of Early Help)

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 learning mentor, Assistant Headteacher (Inclusion) and the Headteacher. There is a worry box in a central location which is regularly checked by our learning mentor

What measures are in place in our school to prevent bullying?

We adopt a restorative Approach in school and regularly work with all children to promote anti-bullying. This may include peer awareness sessions delivered by the Assistant Headteacher (Inclusion); regular PSHE curriculum work; work on building children's resilience; and work on raising self-esteem. This will include working with both the children and families.

We have a clear Anti-bullying Policy, which defines bullying, outlines the signs of bullying and details procedures. All reports of bullying will be taken seriously and acted upon and parents will be kept informed. Actions will be taken to help the bully (bullies) to change their behaviour.

What access do our SEND pupils/students have to facilities and extra-curricular activities available to all children?

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 adjustments to ensure this happens. This sometimes involves providing an extra adult to support the child, or may mean using alternative or additional equipment. Some extra-curricular activities have been designed specifically to meet the needs of pupils with SEND.

Who will be talking to and keeping in touch with the parent/carer?

Who will explain and discuss this with parents/carers?

The class teacher will aim to meet with parents on a termly basis (this could be as part of parent's evening) to discuss their child's needs, support and progress. Where possible, the Assistant Headteacher (Inclusion) will also be present, but she is also available at other times to discuss any issues that may arise.

How will parents/carers know how well their child is doing?

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher, learning mentor, or Assistant Headteacher (Inclusion) and discuss how your child is getting on.

We believe that a strong link between home and school is vital so that staff and parents can work together to support pupils with SEND to make the best possible progress. With this in mind, we invite parents to a 'Structured Conversation', during which parents and staff can have an open discussion about the child's progress.

For some children, we operate a home/school book which is taken home regularly so that comments from parents and staff can be shared and responded to when needed.

As well as the school's normal process for keeping parents informed, pupils with SEND may have an individual record – My Plan, which will have individual or group targets. This is reviewed three times a year and parents will be given a copy.

If your child has complex SEND, they may have an Education, Health and Care plan (EHCP), which means that in addition to 3 Structured Conversations per year a more formal meeting will take place annually as well to discuss your child's progress.

When other education professionals such as the educational psychologist or advisory teacher visits school to meet with or discuss your child, a written record is sent to you.

How does our school measure outcomes and impact of the support provided to the pupil?

The Assistant Headteacher (Inclusion) and/or staff delivering support assess pupils' skills at least three times a year and measure progress made. They also assess whether pupils have met the individual or group targets set for them. They will discuss this with the pupil at the time and talk with them about next steps.

How will our school involve young people with SEND in their education?

We have an active school council which enables pupils to raise any concerns or viewpoints they may have.

All pupils, including those with a 'My Plan' discuss and set their targets with their class teacher. They also help to prepare this plan by discussing what support they feel they need.

All children with identified SEND compile a 1 page My Profile each year with a teaching assistant, which is shared with relevant staff.

Each year, our pupils in years 4 and 6 complete an on-line survey which is analysed by the local authority. This gives them chance to voice their views about their education. Our survey results show that our pupils know who they can talk to if they have any worries or concerns.

If your child is on a Pastoral Support Programme, has an Education, Health and Care Plan or is 'a Child in Care', his/her views will be sought before any review meeting.

How do we assess and evaluate the provision we have arranged for your child?

Our Assistant Headteacher (Inclusion) regularly observes support sessions and monitors the work pupils do. She looks at whether pupils reach the targets set for them and measures the progress they make at regular points through the year. The aim of all provision is to help pupils to 'catch up' with their peers.

How do we prepare our school to welcome and support SEND pupils and how do we arrange and support a transfer to another school?

What special arrangements are made for exams?

Our Assistant Headteacher (Inclusion) ensures each year that applications are submitted to the DfE for any special arrangements that may be necessary to ensure that pupils with SEND have full access to National Curriculum tests (SATs). These special arrangements are also applied in other year groups, as necessary, when pupils take optional SATs tests.

What arrangements are in place with other schools when our SEND pupils transfer?

We recognise that transition of any sort can be difficult for you and your child and will take steps to ensure that this process is as smooth as possible.

For children entering school from another setting, we work with the previous SENCo to ensure that we have information on the best ways to meet your child's needs. Parents of pupils in year 2 are invited to visit the school and have the opportunity to meet with the Assistant Headteacher (Inclusion) to discuss the best ways to meet their child's needs.

All pupils in year 2 visit us in the summer term, but extra visits are arranged for some pupils.

When moving classes within school, information is passed on to staff in the new year group in advance and children have the opportunity to visit the new class and meet the new teacher. Strategies that have been working well will be shared.

When moving to a new school, we will contact the SENCo to pass on relevant information and ensure that written records are passed on. When the move is to secondary school, we will invite the SENCo from the receiving school to meet with parents and their child to discuss ways to ensure transition is smooth and arrange for pupils to make extra visits to the new school.

How accessible is our school to pupils with SEND?

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. Where there are changes in level outside the school, there are ramps and inside, there are stair lifts to allow access to the year 6 area of the school. There is a disabled parking space directly outside the main entrance.

Classroom equipment is available to all children and where additional support is needed, e.g. for visual or hearing impairment, advice is sought.

Children with specific needs will have additional members of staff to help them to access school, the curriculum and extra-curricular clubs.

What role do the governors have? What does our SEND governor do?

The Assistant Headteacher (Inclusion) reports regularly to the Governors to inform them about the progress of groups of 'vulnerable' children, including those with SEND and 'Children in Care', and about developments in the support provided.

One of our Governors is responsible for Inclusion and SEND and ensures that all governors are kept informed.

Where can I seek further advice and support?

For further advice and support regarding services within Gloucestershire's Local Offer, please visit:

www.glosfamiliesdirectory.org.uk

What can you do if you are not happy?

See our policy on Keeping Parents and Carers informed and dealing with Issues (available on the school's website). Most concerns can be addressed through discussion with your child's class teacher or the Assistant Headteacher (Inclusion), however, parents should not hesitate to bring more serious problems to the attention of the head teacher. Should these not be resolved in school, parents are able to contact a representative of the local authority.

How can parents/carers arrange a visit to our school? What is involved?

Contact the school Admin office on 01452 525364 to arrange to meet the Head teacher, Mrs Mills, who would be glad to discuss how the school could meet your child's needs.

Who can you contact for more information?

For further information, parents can speak to their child's class teacher, to Mrs. R. Wood, our Assistant Headteacher (Inclusion) , or to Mrs Mills. Our Policy for SEND is also available on the website.

More general information and advice can be sought from:

Special Educational Needs and Disability Information, Advice and Support Service www.sendiassglos.org.uk

IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/

When was the above information updated?

November 2019