

Harewood Junior School SEND Information Report January 2021

We are a mainstream junior school with a strong commitment to Inclusion and Equal Opportunities. This was recognised during our Ofsted inspection in 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 (which was reaccredited in October 2020); 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: Adverse Childhood Experiences (ACES); Tourette Syndrome Awareness; Supporting children with attachment difficulties, including being part of the Timpson Trauma Project; Pathological Demand Avoidance (EP service); Precision Teaching; supporting children with memory difficulties; Restorative Practice; developing the resilience of learners (GHLL); Optimum Coaching – Planning and Maintaining Wellbeing (Julie Creswell); Emotion Coaching; Building Resilience; Mental Health Project; the Mastery approach in Maths; GDPR awareness training in light of the new legislation from May 2018; TEAM Teach; and using CPOMS. The Assistant Headteacher (Inclusion) has also recently additionally attended, or received training on: Safeguarding Children Level 3 (GSCE); Neglect (GSCE); Unconscious Bias (GSCE); Self-Harm Awareness (GHLL); Staff Wellbeing (GHLL); Serious Case Reviews (GSCE); Emotion Coaching; Secondary Trauma and Reflective Practice; Restorative Practice Facilitator (Glos LA); Data and Accountability (GSP); Social Care Systemic Practice Training; regular SENDCo cluster meetings; Designated Teacher Training day (Virtual School); and Emotion Coaching (EP Service). The teaching assistant team have received further training in: Rapid phonics, and Rapid Writing (training given to key TA members); Tourette Syndrome Awareness; Adverse Childhood Experiences (ACES); the Timpson Trauma Project; GDPR training (LA officer), CPOMS training, Team Teach; targeted support from ATS and SaLT for those TAs working 1:1 with specific children; ATS Supporting Children with Literacy Difficulties (Phillippa Hughes); and SaLT training Understanding Language (Mrs Day). In addition to this, during the 2020 school closures, the TA also undertook certificated CPD sessions, see ‘Staff Development’ section for further details.

A number of staff have also been appointed to the inclusion and pastoral team, these include Sharron Gladwin (TA), Georgina day (TA) and Lisa Sandford (TA). Andrew Arnold continues to support children with EAL in school. Mr J. Taylor was also appointed to the post of Assistant

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Headteacher (Inclusion) January 2020, following Mrs. R. Wood's appointment to the Advisory Teaching Service.

Identification

The school's Assistant Headteacher (Inclusion) is responsible for ensuring that pupils' special educational needs are identified and 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 SEND records. 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, class teachers and the Assistant Headteacher (Inclusion) checked records from their previous school to see whether any SEND had been identified. We have also carried out various screening tests and classroom observations at the request of class teachers, 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. Meetings take place for each year group once a term (three times a year). They have also allowed for parents and staff to identify desired outcomes for the child and to plan for how everyone can work together to support the child's progress. This year, due to the Covid-19 school closures and restrictions, all our 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, who are now able to join meetings remotely whilst at home or work.

We have 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 cancelled or postponed due to the Covid-19 school closures and additional restrictions this year.

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.

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 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. Our normal transition process is that pupils in Year 2 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 this year. Instead, Mrs Mills recorded a transition video for our new pupils and parents, which introduced key staff and shared areas of the school such as the Year 3 classrooms and school hall. In addition, an

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enhanced transition leaflet was created for SEND children with extra photographs and information: this was shared by HIS.

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. This is an important part of preparing our SEND children for the transition to secondary school and as such, was facilitated this year via our online video platform, Google Meet. Extra visits were also arranged for some pupils to their chosen secondary school, but were unable to take place due to Covid-19 restrictions. 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; Keeping Myself Safe; 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.

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

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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 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

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. There has been whole school training on: Adverse Childhood Experiences (ACES); Tourette Syndrome Awareness; Supporting children with attachment difficulties, including being part of the Timpson Trauma Project; Pathological Demand Avoidance (EP service); Precision Teaching; supporting children with memory difficulties; Emotion Coaching, Building Resilience; Restorative Practice; developing the resilience of learners (GHLL); Optimum Coaching – Planning and Maintaining Wellbeing (Julie Creswell); Mental Health Project; the Mastery approach in Maths; GDPR awareness training in light of the new legislation from May 2018; TEAM Teach; and using CPOMS. The Assistant Headteacher (Inclusion) has also recently additionally attended, or received training on: Safeguarding Children Level 3 (GSCE); Neglect (GSCE); Unconscious Bias (GSCE); Self-Harm Awareness (GHLL); Staff Wellbeing (GHLL); Serious Case Reviews (GSCE); Emotion Coaching; Secondary Trauma and Reflective Practice; Restorative Practice Facilitator (Glos LA); Data and Accountability (GSP); regular SENDCo cluster meetings; Designated Teacher Training day (Virtual School); and Emotion Coaching (EP Service). The Teaching assistant team have received further training in: Rapid phonics, and Rapid Writing (training given to key TA members); Tourette Syndrome Awareness; Adverse Childhood Experiences (ACES); the Timpson Trauma Project; GDPR training (LA officer), CPOMs training, Team Teach; targeted support from ATS and SaLT for those TAs working 1:1 with specific children; ATS Supporting Children with Literacy Difficulties (Phillippa Hughes); and SaLT training Understanding Language (Mrs Day).

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At the start of the first period of school closures in March 2020, the Assistant Headteacher (Inclusion) created a pack of online CPD course for our TA team. 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; these included:

Prevent Awareness e-learning Approx. 45 mins Provider: Home Office
Female Genital Mutilation: Recognising and Preventing FGM Approx. 2 hours Provider: Home Office / Virtual College
Keep Them Safe: Protecting Children from Child Sexual Exploitation free course Approx. 30 mins Provider: Virtual College
Understanding Young Minds Approx. 1 hour Provider: Virtual College
Get Moving, Get Healthy Approx. 2 hours Provider: Virtual College
An Introduction to Infection Prevention and Control Approx. 30 mins Provider: Virtual College
What children and young people say Approx. 2 hours Provider: Open University
Encouraging book talk in the school library Approx. 4 hours Provider: Open University
Listening to young children: supporting transition Approx. 5 hours Provider: Open University
Primary science: supporting children's learning Approx. 8 hours Provider: Open University
Exploring books for children: words and pictures Approx. 8 hours Provider: Open University
Teaching Mathematics Approx. 24 hours (over 8 sessions) Provider: Open University
Apple Teacher

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Approx. 10-16 hours to complete Provider: Apple
Microsoft Education Centre Approx. 10mins – 2hours (dependent on module you choose)
SeeSaw Ambassador Approx. 3-5 hours Provider: SeeSaw
Zero Suicide Alliance "Suicide: Let's Talk" eLearning training Approx. 20 mins Provider: NHS / Zero Suicide Alliance
We need to talk about suicide" eLearning training Approx. 1 hour Provider: NHS / PHE

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 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.

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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. 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 this year, we are proud that as a school we have continued to provide children with SEND and their families cutting edge 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.

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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.

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)

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We have also worked with our Achievement for All coach and 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).

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During the Covid-19 school closures and restrictions this year, the Headteacher and Assistant Head (Inclusion), as requested by our colleagues at GCC, completed detailed EHCP provision reports for each child with an EHCP. In addition to this, the Headteacher and Assistant Head (Inclusion) also completed a Health and Safety risk assessment of each child with an EHCP; this was also submitted to GCC.

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.