

# Buttsbury Junior School

## School Offer – SEN Information Report

### School Ethos for SEN

We create a happy, caring community where we all feel valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential.

We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.

At our school, we aim to promote positive learning for our children with SEN by:

- Ensuring they feel a valued part of the school
- Providing a safe and supportive environment
- Having access to a range of teaching and learning strategies to suit their needs
- Promoting independence and resilience as a learner, without over reliance on adult support
- Identifying and addressing needs promptly to ensure early intervention
- Communicating their needs appropriately throughout the school
- Encouraging parents/carers to maintain close links with the school to help support their child throughout their learning development - for example, through attendance at Parent-Teacher Consultation appointments and following up on recommendations made with input at home.

**The SEN and Inclusion Policies are available to all parents via the school website**

[www.buttsbury-jun.essex.sch.uk](http://www.buttsbury-jun.essex.sch.uk) Paper copies are available on request.

### Partnership Ethos with the School

We appreciate and encourage support from parents in their child's education and firmly believe that home and school should work in partnership. We have an "open door" approach where parents are encouraged to maintain close communication links with school staff.

### Arrangements for consulting with parents of pupils with SEN

For some SEN pupils, discussion about pupil progress will take place via Parent/Teacher consultations which take place in the Autumn and Spring terms, with a written report in the Summer - which may be discussed face to face with the teacher if appropriate.

For children on our SEN register or with an EHCP, meetings take place termly with the class teacher and/or SENCO to discuss pupil progress and targets.

Assessment data about pupil progress is shared at these meetings. Where specific outcomes are set for a pupil, progress to date is shared and new outcomes may be set for the pupil.

Parents may have the opportunity to meet face to face with a variety of professionals such as Specialist Teachers, Educational Psychologists, Speech and Language Specialists who are

involved with their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists and Physiotherapist etc. The Head Teacher/SENCO are able to signpost parents to various support services as appropriate.

The Governing Body (GB) has a representation of Parent Governors. The GB as a whole regularly communicates with, and seeks the views of, parents and pupils. The SENCO reports to the GB three times a year.

There is a specific SEN Governor whose role is to regularly support and challenge the SENCO about the provision for SEN pupils.

Parental views are sought via questionnaires and face to face at review meetings.

The school accessibility plan and budget are reviewed regularly to ensure the school building is fully accessible and well maintained.

### **Arrangements for consulting young people with special educational needs about, and involving them in, their education.**

The school has adopted a 'One Planning' approach, working with the families involved. Pupils are involved in their educational plan and are encouraged to contribute their views. Children with SEN complete 'One Page Profiles' detailing their likes and dislikes. Where possible they are invited to attend and contribute to review meetings.

Pupils are aware of their individual outcomes and have ownership of them. We aim to provide pupils with a curriculum suited to their educational needs which is varied, rich and enjoyable using themes to provide a context for learning.

Pupils can pass on their views about the school via their class councillors who raise them at School Council Meetings or via Pupil Questionnaires. School Councillors are elected by their peers. Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility. Children with SEN may receive additional adult support in the election process.

### **Contact details of the SENCO**

SENCO - Jo Backhouse

Works 4 days a week - Monday, Tuesday, Wednesday, Thursday.

She is contactable in person by phone or email:

01277 623217      [senco@buttsbury-jun.essex.sch.uk](mailto:senco@buttsbury-jun.essex.sch.uk)

Jo has been a primary teacher since 1997 and a SENCO since 2004 at two local primary schools before joining Buttsbury Junior School as the Inclusion Manager in September 2013. She keeps up to date with current affairs concerning Special Educational Needs and has an Advanced Diploma in Educational Research relating to Special Educational needs. She plays a key role in the life of the school and is a member of the Senior Leadership Team. With the Headteacher and Finance Manager she manages the SEN budget. With the Headteacher and Governors she determines the strategic development of the SEN Policy and provision.

**Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

The school has an "open door" policy. We aim to resolve issues swiftly and in person, often coming to a mutual agreement and understanding.

A parent's first port of call is to arrange for a meeting with the class teacher.

If necessary, they would then go to the SENCO, after which, the matter progresses to the Headteacher

In the unlikely event that the matter is not concluded, the Complaints Procedure can be read on the school website, or a copy can be obtained from the School Office on request.

**Information on where the Local Authority's Local Offer is published.** The Local Authority's Local Offer can be found on the website [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk) or from the schools' SENCAN office - Ely House, Ely Way, Basildon, Essex, SS14 2BQ

Our Offer is available on the School website along with the SEN and Inclusion Policies.

**Identification and early intervention**

Identification and provision follow a graduated response. We use a robust on-going assessment system with regular Pupil Progress meetings involving the Class Teachers, Head of Year, SENCO and Headteacher to identify specific needs and aim to address these through adjustment of "quality first teaching", teaching methods (including learning styles and multi-sensory approaches), work differentiation, intervention strategies, individual and group support. The class teacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern which leads to further investigation. It is not the school's role or practice to diagnose specific conditions but we may be able to assist with further support and signposting or seeking referrals.

**Information about the school's policies for identification, assessment and provision for pupils with SEN and how the school evaluates the effectiveness of its provision for such pupils.**

Children who are identified as having Special Educational Needs receive:

- Interventions tailored to their needs which are closely monitored.
- Following a period of time (usually 12 weeks) the child is re-assessed and either continues with the intervention, discontinues with the intervention or receives a different intervention.
- These children are closely monitored and are only placed on the SEN register if progress is not made or there is a formal diagnosis such as dyslexia.
- This level of support is called Special Educational Needs Support (SEN) and all interventions and objectives that the child is working towards will be recorded on an Individual Provision Map/One Plan.
- Children may be referred to other professionals such as Speech Therapy or Occupational Therapy.

- The next level of support is an Education, Health and Care Plan (formally a Statement), this is when the child has a high level of need and is further assessed and specialist support/advice sort.

Pupils with SEN who are entitled to the Pupil Premium Grant will receive interventions that meet their needs. This is outlined on the school website.

The SEN budget is used to partly fund the deployment of teaching assistants, equipment and resources, and relevant training for staff.

### **Information on the kinds of SEN provision made in the school.**

We currently subscribe to the Billericay Community Trust (BCT) which gives access to an attendance officer and the counselling services provided by Working 4 Children. BCT also provides training opportunities for all staff for a variety of needs. Billericay Schools' SENCOs meet termly to keep up to date with current changes to legislation; these meetings also provide opportunities for training and increased knowledge of resources available in the local area.

We currently have access to Local Authority Specialist Teachers who have a wealth of experience in areas such as: Autistic Spectrum Disorder, learning and communication difficulties, physiological and neurological impairments, visual and auditory impairments. There is no guarantee that the Local Authority will continue to have staff in these positions. We currently have limited access to an Educational Psychologist who may make observations and meet with parents.

Currently, Specialist Teachers work with children who have an Education & Health Care Plan (EHCP) through KS1 & 2 and during their first term at Secondary School. We also liaise with outreach workers from Special Schools to share strategies, ideas and advice.

The delivery of the provision for children with general learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Teacher planning includes differentiated work for SEN children.

All children are in mixed ability groups for Literacy within their class. In Maths the children are set according to ability and the lower two sets are parallel and then further differentiated internally. The lower sets use the deployment of Teaching Assistants to support children with special needs in a small group or intervention.

Additional support is also provided through small group tuition and booster classes.

For children who either have a diagnosis of Autism, ADHD, have difficulties with behavior or have social, emotional, communication, or friendship difficulties there are 'Social Skills/Friendship programmes. These cover social skills, games and stories and are run as a small group.

The "Lego Therapy" programme runs weekly for sets of three children. It deals specifically with autistic traits, listening and communication strategies.

The school runs a "Mentoring programme" and there is a trained member of staff who acts as mentor for the support of children with social, communication, interaction, behavioural and emotional difficulties. For children who need additional mentoring, a qualified counsellor visits the school on a weekly basis to speak to children who have family problems, behaviour, social and emotional or communication and interaction difficulties.

For children who have a diagnosis of dyspraxia or have gross or fine motor control difficulties, concentration or organisational difficulties, there is a Gym Trail to support their specific needs which runs four times a week. Any children who have occupational therapists attached

to them may follow an individual Occupational Therapy programme with their set Teaching Assistants.

Children who specifically lack fine motor control, participate in a small fine motor control group, which involves finger exercises and handwriting practice. The club runs three times a week. There are also touch typing skills groups which run three times a week.

For children who have significant medical issues, the SENCO arranges meetings with school nurse to complete Health Care Plans for children on medication including children with allergies. Occasionally there are times when a child may need to visit outside therapy clinics in order to access specialised support. Permission is granted if access to this support will benefit the child. There are also ramps at exits, disabled toilets and striped steps and posts for visually impaired pupils.

Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise. e.g. laptops, specialist chairs, radio aids.

We ensure that we purchase high quality resources to support learning e.g. *Catch Up Reading & Maths Programmes*, *5 Minute box (Phonics and Number)*, *Word and Numbershark*, *Rapid Reading*, *Units of Sound*, *Toe by Toe & SymWriter2*.

We have a comprehensive Equality and Accessibility Plan which can be found on the school website.

School staff regularly attend relevant and appropriate CPD.

**Information about the expertise and training of staff in relation to children and young adults with special educational needs and about how specialist expertise can be secured.**

- SENCO regularly attends training and up skilling. She also keeps up to date with current documentation and initiatives.
- Teaching Assistants are currently employed on a needs basis to classes.
- Teaching Assistants are employed and trained to support special needs children in all classes, and also support during lunch and play time if needed.
- Teaching Assistants are used to run special programmes e.g. Gym Trail.
- All programmes are monitored regularly and data analysed which in turn informs future planning and possible targets set.
- Teachers deliver booster lessons in Literacy and Maths, therefore targeting children with weaknesses in Year 6 before taking their SATS.
- 1:1 tutoring may be put in place for children who are not on track to achieve a specific level in the SATs.
- Teaching Assistants take daily small, focused intervention groups for assistance with Maths and Literacy.
- We have a trained Teaching Assistant who acts as mentor for the support of children with social, communication, interaction, behavioural and emotional difficulties.
- Staff have attended courses on autism, dyslexia and behaviour management. All SEN courses the Teaching Assistants have attended are in the CPD folders and in the SEN Provision Review (SEN EDP).
- Annual Performance Management identifies future training needs.
- In-school training is arranged for specific SEN topics and medical diagnosis for Teaching Assistants, teachers and Mid-Day assistants
- Regular opportunities are given to all staff to attend courses on particular SEN topics.
- Weekly team meetings are held and fortnightly pastoral meetings also take place within year groups.

**Information about the school's policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to the curriculum, additional support and wider support.**

All staff are aware of the principles of quality first teaching and their responsibilities for teaching all pupils in their class. We differentiate learning in lessons. We believe in trying to meet pupils' needs through this approach. However, where the child's needs are "different from and additional to their peers" and "they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school", a variety of strategies and interventions may be used. This may also lead to involvement of external professionals or advice from outside agencies. Parents will be consulted at all stages of this process.

Wider support may be required for emotional needs. At this point, we would consult with parents first before referring to extended services.

- Our SENCO assesses children for Specific Learning Difficulties (Dyslexia); complete tick lists for ADD, ADHD, Autism and completes any other paperwork sent by the Disability Allowance or paediatricians.
- Our SENCO collates levels in all SEN areas including reading and spelling ages.
- Our SENCO is used for in-class and school based observations for behaviour.
- Rewards for achievement of targets and good conduct include stickers on charts, Headteacher awards, team/house points, superstars, achievement certificates are awarded in assemblies.
- All monitoring sheets are jointly completed and evaluated with new targets set.
- Behaviour monitoring forms are completed to track children with behavioural difficulties
- Regular analysis of ABC records takes place.
- Analysis of specific target sticker charts with appropriate rewards (Prizes and Head teacher awards) is also undertaken.

Pupil data is analysed to inform the SENCO and parents about pupil progress. This information is currently included in Individual Provision Maps (IPMs) and annual reports. This data is also used to inform staff about the effectiveness of interventions and next step outcomes. Short term outcomes are taken directly from the children's Individual IPMs and monitored. Comments are recorded which give a clear daily analysis at the end of each week whether daily outcomes have been met or not.

Annual review meetings are held for children with EHCPs to analyse existing goals and set new outcomes and determine strategies to improve attainment.

Analysis of the following data takes place regularly:

- Target Tracker data,
- Assessing Schools' Performance (ASP)
- Individual assessments, in class assessments,
- Reading and spelling ages, internal assessment tests and SATs assessments
- SEN assessments including EP and Specialist Teacher reports.

Views are gathered in the form of pupils and parents completing their views on the relevant sections of the IEP paperwork and annual review paperwork. Regular parents' meetings are held after reviewing IEPs to discuss progress of SEN children. Parents are also invited to E.P, Specialist Teacher meetings, multidisciplinary meetings and annual reviews. All parental views at these meetings are documented.

**Information about how equipment and facilities to support children with special educational needs will be secured.**

The NHS Occupational Therapist comes into school to undertake an assessment regarding equipment, furniture or access to the building. The SENCO and/or Headteacher will meet with parents to discuss particular needs and requirements for individual pupils.

Currently, the Local Authority provides some equipment and some items are purchased by the school.

The Occupational Therapists periodically check and maintain equipment they have provided.

Specialist resources are used to aid learning across the school. e.g. lower ability reading books, sand timers, behaviour charts with stickers and rewards, visual timetables, left handed scissors, easy grip rulers, tri-faceted pencils, pencil grips, buff colour reading books for children with dyslexia, sit and move cushions, writing slopes.

**How the Governing Body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.**

The Governing Body demonstrates good financial management, thus the building and resources are fit for purpose.

The SENCO signposts, recommends and refers to services to meet identified needs. This includes children with and without an EHC plan (Statement).

The SEN Governor visits and reports back to the GB.

The Headteacher reports to the GB.

The school works closely with the following agencies:

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Specialist Teachers
- Educational Psychologists
- Social Care
- Community Paediatrician

(This list is not exhaustive and may change according to the needs in the school).

**The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.**

- SNAP - [www.snapcharity.org](http://www.snapcharity.org) - 01277 211300
- ISEssex - [www.isessex.org](http://www.isessex.org) - 01245 608300
- FACE - Families Acting for Essex - [info@face-essex.org](mailto:info@face-essex.org) - 01245 608231
- Local GP surgery
- Local Library
- Children's Centre - Sunnyside's Children's Centre, Rosebay Avenue
- School Nurse - contact via the school
- Families in Focus (Essex)- [www.familiesinfocussessex.org.uk](http://www.familiesinfocussessex.org.uk) - 01245 353575
- Parent Partnership - [Parentpartnership@essex.gov.uk](mailto:Parentpartnership@essex.gov.uk) -01245 436036

### **School arrangements for supporting pupils transferring between stages of education.**

SENCOs and key staff from our School visit Buttsbury Infant School to discuss pupil needs. They are also invited to attend Year 2 Annual Reviews. If applicable we arrange additional transition visits for pupils with SEND. Copies of essential paperwork are transferred to us from the Infant School in the Summer term, prior to the child leaving.

Any professionals involved with the children continue to be involved during their time at Buttsbury Junior School.

SENCOs and key staff from Secondary Schools visit the school to discuss pupil needs. They are also invited to attend Year 5 and/or Year 6 Annual Reviews. Some Secondary Schools arrange additional transition visits for pupils with SEN. SENCO works on a transition programme for Year 6 SEN pupils.

Copies of essential paperwork are transferred to the Secondary School in the Summer term, prior to the child leaving.

Information regarding the special educational needs of Looked After children is reported to the placing Local Authority on a termly basis.

May 2018

Review May 2019