



Buttsbury Junior School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION FOR PARENTS AND CARERS

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What is Special Educational Needs and Disabilities?

Many children require special educational provision at some time during their school lives. These needs can be over an extended period or a shorter period of time, these may be:

- academic,
- physical,
- social, emotional, behavioural,
- moderate or specific learning difficulties.

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.

This leaflet is to provide Parent's with a clear understanding of SEND and the procedures involved, more detailed information can be found within our school offer, policies and Essex Local Offer which are all available on the school website.

At Buttsbury Junior School we create a happy, caring community where we all feel valued and secure. We value the contributions made by all pupils, 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 and fulfil their maximum potential.

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

At our school, we aim to promote positive learning for our pupils with SEND by:

- Ensuring they feel a valued part of the school community
- Providing a safe and supportive environment
- Having access to a range of teaching and learning strategies to suit their individual 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.

Support and Guidance

All our pupils' needs are met through quality first teaching, lessons are differentiated with several levels of challenge provided.

If it is felt that a greater level of support is required, following discussions with the Class Teacher, Inclusion Manager, Parent's then this will be supported through the child being placed on SEND Register at initially 'Record of Concern' (RoC) and if deemed appropriate 'Additional Support' (AS) level.

What can this support look like?

- Small group sessions in Literacy and Maths
- Daily reading
- Specific interventions e.g. phonics, Catch Up Reading - delete, Units of Sound.
- Gym Trail
- Use of Specific equipment or resources e.g radio aid, laptop, writing slopes or 'Task Planners'
- Touch Typing
- Speech activities
- LSA hover - delete. Add: 'Support and Run' in class

What are the stages of support for SEND pupils?

Monitoring

We monitor all children's progress each half term and identify anyone who is not making the expected progress.

Record of Concern (RoC)

If after monitoring the pupil is not making the expected progress then they may receive some small group interventions. This is again monitored each half term. You will have the opportunity to meet and discuss progress with the Class Teacher at Parent Consultation Evenings.

Additional Support (AS)

If a pupil is significantly below their age expected level then they are placed on AS and will receive a variety of support to address their needs, this can be on a 1:1 basis or in a small group. Again this is monitored each half term.

Your child's progress will be monitored and discussed with you at a review meeting each term with the Class Teacher and Inclusion Manager. If progress is not made then advice may be sought from outside agencies such as:

- Specialist Teachers
- Occupational Therapists
- Speech Therapists
- Educational Psychologists

(This list is not exhaustive)

Statutory Assessment (EHCP)

A small number of pupils may need further support and 'the school' replace with 'we' may suggest applying for an Education Health Care Plan (EHCP) from The Statutory Assessment Service. This is a long process which may involve a detailed assessment of your child's needs from the Local Authority (LA). The LA may make recommendations about the best provision for

your child. Outside agencies may also become involved and you will be invited to a review meeting with your child's Class Teacher and the Inclusion Manager each term where progress will be celebrated and actions agreed for further areas of development.

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