



Buttsbury Junior School

School Offer – SEND Information Report

School Ethos for SEND

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 achieve 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 pupils with SEND 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 SEND and Inclusion Policies are available to all parents via the school website 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 SEND

For some pupils with SEND, 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 pupils on our SEND register or with an Education, Health Care Plan (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 Inclusion Partners', 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 SEND Governor whose role is to regularly support and challenge the SENCO about the provision for pupils with SEND.

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.

A Person Centred Approach:

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. Pupils with SEND 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.

Collecting the views of pupils:

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 SEND are given equal opportunities to participate in all school activities and roles of responsibility. Pupils with SEND may receive additional adult support in the election process.

Contact details of the SENCO

SENCO - Rebecca Cheesman

01277 623217

senco@buttsbury-jun.essex.sch.uk

Monday-Thursday

Mrs Cheesman has been a primary teacher since 1997 and a SENCO since 2014 at a local primary school before joining Buttsbury Junior School as the Inclusion Manager in September 2018. She keeps up to date with current affairs concerning Special Educational Needs and successfully completed the National Award qualification in 2016. 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 SEND budget. With the Headteacher and Governors she determines the strategic development of the SEND Policy and provision.

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

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

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

If necessary, the SENCO would become involved, 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.

Local Offer:

The Local Authority's Local Offer can be found on the website 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 SEND 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. We 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 SEND, including pupils with an EHCP can be located on the school's website. As a school, we evaluate the effectiveness of its provision for pupils with SEND, reviewing and implementing strategies and interventions as deemed appropriate to ensure each pupil can achieve to their full potential.

Pupils identified as having SEND:

- Receive closely monitored interventions tailored to their individual needs, and amended as required.
- Are closely monitored, and are placed on the SEND register if progress is not being made or a formal diagnosis has been made.
- Receive interventions and outcomes that the child is working towards, will be recorded on the school's SEND paperwork.
- May be referred to other professionals such as Speech Therapy or Occupational Therapy.
- May have an application for a personalised curriculum (EHCP) submitted to Statutory Assessment in conjunction with the parents' permission.

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

The SEND budget may be used to fund the deployment of teaching assistants, equipment and resources; and relevant training for staff.

SEND Provision within School:

We subscribe to the Billericay Community Trust (BCT), which gives access to an attendance officer. The BCT also provides training opportunities for staff. 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 have access to Local Authority Inclusion Partners 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. We can also seek advice from the Educational Psychology Service.

Currently, Inclusion Partners support schools through training opportunities and directing them to additional support. We also liaise with outreach workers from Special Schools to share strategies, ideas and advice.

The delivery of the provision for pupils 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 pupils with SEND.

All pupils are in mixed ability groups for Literacy within their class. In Maths the pupils are set according to ability and the lower two sets are parallel. Teaching Assistants support pupils with SEND within a small group or intervention. Work in all subject areas is differentiated. The pupils are encouraged to select an activity which they think will be challenging, but achievable. Additional support may also be provided through small group tuition and booster classes.

For pupils who require support with social interaction we offer 'Social Skills/Friendship programmes to support this area of development.

The "Lego Therapy" programme runs weekly, focusing specifically on listening and communication strategies.

The school runs a "Mentoring programme" with a trained member of staff who mentors pupils with social, communication, interaction, behavioural and emotional difficulties. For pupils who need additional mentoring, a qualified counsellor visits the school on a weekly basis.

For pupils who have a diagnosis of dyspraxia or have gross or fine motor control difficulties, concentration or organisational difficulties, there is a Gym Trail Club to support their specific needs which runs three times a week. Pupils following a specific programme by an Occupational Therapist will be supported in school by an allocated Teaching Assistant.

Pupils requiring additional support in developing their fine motor control may benefit from attending our Handwriting intervention. The club runs three times a week. There are also touch typing skills groups which runs twice weekly.

For pupils who have significant medical issues, the SENCO arranges meetings with school nurse to complete Health Care Plans for pupils on medication including pupils 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.

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

Intervention packages which may be used within school include: WordBlaze Phonics Programme , 5 Minute Box (Phonics & Number) or Toe by Toe.

Information about the expertise and training of staff in relation to pupils and young adults with SEND and about how specialist expertise can be secured.

- SENCO regularly attends training. 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 pupils with additional needs in all classes. They 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 pupils with weaknesses in Year 6 before taking their SATS.
- 1:1 tutoring may be put in place for pupils who are not on track to achieve a specific level in the SATs.
- Teaching Assistants run daily, focused intervention groups for Maths and Literacy.
- We have a trained Teaching Assistant who acts as mentor for the support of pupils with social, communication, interaction, behavioural and emotional difficulties.
- Staff have attended courses on autism, dyslexia and behaviour management
- Annual Performance Management identifies future training needs.
- In-school training is arranged for specific SEND topics and medical diagnosis for Teaching Assistants, Teachers and Mid-Day Assistants
- Regular opportunities are given to all staff to attend courses with a SEND focus.

SEND School Policies

All staff are aware of the principles of quality first teaching and their responsibilities for teaching all pupils in their class. We differentiate learning. 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. We may seek advice from external professionals. Parents will be consulted at all stages of this process.

- The SENCO assesses pupils for Specific Learning Difficulties (Dyslexia); complete checklists for indicators for ADD, ADHD, Autism to support external agencies in their work with the pupil.
- The SENCO collates levels in all SEN areas including reading and spelling ages.
- The SENCO is used for in-class and school based observations

- Rewards for achievement of targets and good conduct include: praise, stickers on charts, Headteacher awards, team/house points, superstars, achievement certificates are awarded in assemblies.
- SEND paperwork is reviewed termly by the Class Teacher and the parent; and where appropriate the pupil. The SENCo may attend these meetings.
- Behaviour monitoring forms are completed to track pupils with behavioural difficulties

Pupil data is analysed to inform the SENCo and parents about pupil progress. This information is currently included in annual reports and shared in SEND meetings held each term. 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 pupils' 'Additional Support/Record of Concern or One Plan' paperwork and monitored.

Annual review meetings are held for pupils with EHCPs to review outcomes and amend accordingly. Analysis of the following data takes place regularly:

- School Assessment Grid
- Assessing Schools' Performance (ASP)
- Reading and spelling ages, internal assessment tests and SATs assessments
- SEND assessments including EP and external agencies' reports.

Views of the pupils and parents are gathered and shared within the Annual Review paperwork. Parents are invited to the review meetings as we value their views and opinions. Parents are invited to attend meetings with external professionals. All parental views at these meetings are documented.

Equipment and Facilities

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 the 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. For example: reading books for all abilities, 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 pupils with dyslexia, sit and move cushions, writing slopes.

The Governing Body

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 pupils with and without an EHCP

The SEN Governor visits and reports back to the Governing Body.

The Headteacher reports to the Governing Body.

The school works closely with the following agencies:

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists

- Inclusion Partners
- 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 - 01277 211300
- ISEssex - www.isessex.org - 01245 608300
- FACE - Families Acting for Essex - info@face-essex.org - 01245 608231
- Local GP surgery
- Local Library
- Pupils Centre - Sunnyside's Pupil Centre, Rosebay Avenue
- School Nurse - contact via the school
- Families in Focus (Essex)- www.familiesinfocusessex.org.uk - 01245 353575
- Parent Partnership - Parentpartnership@essex.gov.uk -01245 436036

Transition between Key Stages

The SENCo and key staff from our School visit Buttsbury Infant School to discuss pupil needs. They are also invited to attend the Year 2 Annual Reviews and the One Plan Meetings in the Summer Term. 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 pupils continue their involvement for as long as required.

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 SEND. The SENCo works on a transition programme for Year 6 pupils with SEND.

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 pupils is reported to the placing Local Authority on a termly basis.

May 2020

Review May 2021