

Special Educational Needs and Disability (SEND) Information Report

Sept 2016

SEND Co-ordinator (SENDSCO): Paula Taylor

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At Cloudside Junior School we attempt to meet the individual needs of children, whatever they are. We provide for all types of SEND of which the broad areas are:

- Communication and interaction
- Cognition and learning
- Social, Emotional and mental health difficulties
- Sensory and/or physical needs

Admission of Children with SEND

The Local Authority admits pupils to the school according to its admission policy. Children who have an Education, Health and Care Plan naming Cloudside Junior will be given priority

Involving Parents and Carers

Everyone:

- Is asked about their child's needs when coming into Cloudside Junior
- Has the opportunity to contact school or come into school with any concerns or queries
- Is invited to parents and carers meetings in the Autumn and Summer terms
- Receives an annual report
- Receives an Interim report
- Is invited to support with trips and Theme days
- Is invited into school events

Some parents:

- Who have children receiving extra support will be informed about it at the first parents/carers meeting in the Autumn term
- May have noticed things at home which are not apparent in school and it is really important they tell the class teacher about these things

A few parents:

- Who have children with more specialised support because they have SEND, will be invited to have planning meetings in school with the SENDSCO and class teacher as well as with any specialist staff involved, to decide how best to meet their child's needs. These meetings will happen once a term (or more often if deemed necessary).

Children looked after by the Local Authority will have planning meetings as a matter of course and these may be more frequent if they have SEND.

Involving Children who have SEND

Before attending planning meetings the class teacher, TA or SENDSCO will talk with a child to find out their views. They might ask what the child finds easy or hard, who

the child goes to for help, what the child's interests in and out of school are or what the child feels they need help with. Staff working with SEND children are observing them and listening to them on a daily basis. They are alert to a child's feelings and report any changes to the SENDCO and the parents.

Planning Meetings

First Planning Meeting:

- At the first meeting everyone in attendance will contribute to an assessment of the child's needs. The child's views will also be included and in KS2 the child will be present for part of the meeting.
- Everyone agrees on a plan for how best to meet the child's needs. This will include agreed actions for everyone, the expected outcomes from these actions and by when they should happen.
- Everyone then goes ahead with the agreed plan.

Second Planning Meeting:

- This meeting begins with a review of how successful the plan was and in KS2 the child will also be involved for part of the meeting as appropriate.
- The assessment is then reviewed to see if there need to be any additions of changes.
- The new plan is agreed by everyone.
- Everyone then goes ahead with the agreed plan.

Planning meetings are then repeated in the same way through until the child leaves the school or SEN input is no longer deemed to be necessary.

Assessment

Information on assessments is passed on from feeder schools. All children are assessed on entry into the school. The school uses National Curriculum Assessment grids to help inform us how well a child is attaining according to age related expectations.

If a child is attaining below their age related expectation then the class teacher will provide activities which are at the right level for the child (differentiation of work). The child's progress will continue to be monitored by the class teacher and reviewed half termly by SLT in Progress Meetings. Most children will make progress if the work provided matches the needs of the child and if they also receive some extra support from either the teacher or the teaching assistant (this is called 'Quality First Teaching'). Some children may also have the opportunity to access an intervention programme for a number of weeks.

If a child makes no or insufficient progress then the class teacher will consult the school's SEND Co-ordinator (SENDCO). The SENDCO may advise the need to carry out some further assessments, or may advise referring the pupil to a more specialised profession, such as the Speech and Language Service, The Autism Team or Learning Support. If it is necessary health or social care may also be involved. At this stage more specialised plans are put in place to meet the needs of the child. This is when a child is defined as having Special Educational Needs – 'a

child receiving provision different from or additional to that normally available to pupils of the same age'.

Transition to Secondary School

The SENDCO from the appropriate Secondary School will attend the final planning meeting at Cloudside Junior to plan everything that needs to happen to ensure a successful transition to Secondary Education. This may involve the child or the parents in other Transition Meetings.

Possible Plans for Children with SEND

At Cloudside Junior we try to be flexible and do our best to put in place whatever a child with SEND needs so they are treated no less favourably than other pupils. This could include:

- A sensory approach to learning
- More practical activities
- Small learning steps with achievable targets
- Extra help/support from staff
- Small group or one to one work
- A visual timetable
- Visual prompts
- A work station
- Social stories
- Support with social interactions
- Access to number lines, word mats, etc in the classrooms. SEND boxes.

All staff have experience of dealing with and have had training to help meet children's needs. When it is needed more specialised training may need to be accessed so that a child's individual plan can be delivered effectively. TA level 2 staff have had specific training to support specific needs.

A Whole School Approach

At Cloudside Junior there is a whole school approach to SEND, it is part of the schools strategic planning every year. The progress of children with SEND is evaluated; it is part of the school's development plan and part of staff performance management.

As part of the whole school approach:

- Adjustments are made so that children with SEND can access all the activities available in school.
- There is high quality support for improving emotional and social development.
- There is a rigorous reporting and monitoring system for bullying so any complaint can be investigated seriously.

Access Facilities

There are ramps where necessary for wheelchair access. There is a disabled toilet available in both buildings. For children with interaction or communication needs visual timetables and prompts are used.

Complaints

Should parents of children with SEND have any complaints about the provision for their children then they should contact either the SENDCO or the Headteacher. If the complaint is not resolved then they should follow the school's complaints procedure, available on the website or from the school office.

The Local Offer

The school's contribution to the local offer can be found at:

Accessibility Plan September 2016	
Pupil disabilities	Children have sensory, physical or communication and interaction needs.
Parental preferences	<p>To have the curriculum adapted to meet their child's needs.</p> <ul style="list-style-type: none"> • To have the right equipment in school so their child can access the curriculum. • To have specially trained staff in school to meet their child's medical needs. • To have safe, good access to the school

	What do we want to do?	How will this be done? Who will do it?	How will we know we are successful?
Action 1	Increase the extent to which SEND pupils can participate in the school's curriculum.	<p>Class teachers in partnership with the SENDCO:</p> <ul style="list-style-type: none"> • Will provide personalise learning programmes, individual timetables and specific activities. • Will take advice from external professionals as needed. • Ensure that every child can access all planned activities in school <p>The Governors:</p> <ul style="list-style-type: none"> • Will identify funding for pupils with SEND • Will recruit suitably 	Participation rates are found to be increasing.

		<p>qualified and experienced staff.</p> <ul style="list-style-type: none"> • Will identify funding for CPD 	
Action 2	<p>Improve the delivery to SEND pupils of information which is readily accessible to pupils who are not disabled</p>	<p>Class teachers:</p> <ul style="list-style-type: none"> • Will ensure access to computer workstations for wheelchairs. • Will provide visual timetables/resources for children with communication and interaction needs. • Will ensure delivery of children's individual speech and language plans. <p>All Staff:</p> <ul style="list-style-type: none"> • To be aware of speech and language plans when talking or working with children 	<p>Disabled pupils are able to access all necessary information. Successful communication with all children with communication and interaction needs.</p>
Action 3	<p>Improve the physical environment of the school</p>	<p>Governors/Headteacher:</p> <ul style="list-style-type: none"> • Will continue to look improving access to the school building. • Will continue to look at access around the school. • Will continue to maintain and improve where necessary existing access facilities (ramps, lift, doors, etc.) 	<p>The extent to which disabled pupils are able to take advantage of school facilities or services provided is increasing.</p>

Originator:	Melindar Kaur
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Approved by the Governing Body:	