



Pound Hill Junior School

SEND INFORMATION REPORT 2023

Contact details of staff who lead and manage inclusive practice:

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At Pound Hill Junior School, supporting children's special educational needs and disability (SEND) is integral to ensuring inclusion for all pupils.

Definition of Special Educational Needs and disability -

Pound Hill Junior School works to the definition of Special Educational Needs and disability (SEND) which is set out in the new Indicative Code of Practice – see <https://www.teachers.org.uk/files/Indicative-Draft-025-SEN-Code-Practice.pdf>

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) 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 schools.*

The kinds of special educational needs that are provided for at Pound Hill Junior School

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that is normally available to pupils of the same age.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind, generally provided for others of the same age in mainstream schools.

There are four broad categories of SEND:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory

Pound Hill Junior School is a mainstream inclusive school which caters for children with all types of SEND. We feel strongly that everyone has the right to come to school feeling safe and should be enabled to achieve to the best of their ability.

Local Offer for Parents and Carers

1a) How does the school know if children need extra help?

- Concerns raised by parent/carers – either during class teacher and parent meetings, through requesting a phone call/meeting with the teacher via the child's homework diary or by directly contacting the SENDCo for a meeting – phone or in person.
- Tracking of both attainment and progress against a personal trajectory.
- Termly progress review meetings between class teacher and Senior Leaders provide a time for each child to be discussed and concerns identified.
- Staff observation.
- 'Referral of Concerns' form used by teachers, passed to SENDCo, this is followed by a graduated response e.g. discussion with parent and teacher, observations in class, close monitoring, referral to outside agency if appropriate.
- End of Year transition communication between year groups, infant schools and other previous schools.

1b) What should I do if I think my child may have SEND?

- Raise your concerns with the class teacher in the first instance.
- Contact the school SENDCo through the front office or by appointment.

2. How will school staff support my child?

- ✓ The school will follow a graduated response
 - **Universal** (high quality first teaching, adapted for individuals and groups of children)
 - **Targeted** (defined support dependent on current need)
 - **Specialist** (support will be sought from external agencies)
- ✓ The class teacher will:
 - Plan for and deliver the necessary support a child needs to achieve and progress through adapted learning opportunity and apply different teaching strategies where appropriate within an adapted learning environment if necessary.
 - Ensure regular communication with parents and SENDCo
 - Monitor progress closely
- ✓ The SENDCo will:
 - Communicate regularly with the class teacher, parent and child.
 - Organise and provide training and advice to teachers and school staff.
 - Hold annual review meetings for children with Education Health and Care Plans (EHCPs).

3. How will the curriculum be matched to my child's needs?

- ✓ As a school we aim to provide high quality learning experiences which are differentiated and adapted to meet individual needs as all children have a right to a broad and balanced curriculum. The school will ensure the curriculum is diverse, and learning is scaffolded, to enable every child to achieve and progress to their full potential.

- ✓ The curriculum will be tailored to support an individual child's needs and advice from outside professionals will be incorporated into this. Sometimes this will involve ensuring that basic skills and the foundation blocks of learning are in place so pupils have functional skills.
- ✓ Where there is a high level of need a highly personalised curriculum will be discussed and considered and where appropriate put in place.
- ✓ Individual targets for progress.
- ✓ Following the guidance from the SEND Code of Practice, an Assess, Plan, Do, Review process will be followed.

4a) How will both you and the school know how my child is doing?

- ✓ Formal and informal parent/teacher dialogue
- ✓ Parental meeting with class teacher or SENDCo
- ✓ Termly school-based Pupil Progress Meetings
- ✓ Parent/teacher consultations
- ✓ School reports
- ✓ Monitoring records from interventions
- ✓ Pupil's views on their progress
- ✓ Individual target review meetings between class teacher, parents and SENDCo, where appropriate
- ✓ Parent meetings with outside professionals and agencies where appropriate

4b) How will you help me to support my child's learning?

- ✓ Parent workshops
- ✓ Contact through home-school diary
- ✓ Parent consultation meetings
- ✓ Information leaflets
- ✓ Year Group curriculum overviews and letters
- ✓ Facilitating meetings between parents and other agencies

5. What support will there be for my child's overall wellbeing?

- ✓ High quality pastoral support systems
- ✓ Child Protection training for all staff
- ✓ School based activities such as circle time, social skills groups, Huff and Puff games at lunchtimes
- ✓ Trips, visits, visiting experts and residential visits
- ✓ Personal care plans where appropriate
- ✓ Access to counselling
- ✓ Family Liaison Assistant
- ✓ Poppy, the school dog, may be used to support emotional development and well-being.
- ✓ All children's ideas are listened to through the Pupil Council.
- ✓ Pupil Councillors will seek the views of the children in their classes on many issues.

At Pound Hill Junior School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. There is a strong Anti-Bullying Policy where all pupils are empowered to speak out about behaviours and actions that they are uncomfortable with. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

6. What specialist services and expertise are available at or accessed by school?

Within the school

- ✓ Family Liaison Assistant
- ✓ Counsellor
- ✓ Highly trained members of staff

We have direct access for referrals to the following support services and work regularly with them

- ✓ Speech and Language Services
- ✓ Educational Psychology Service
- ✓ Autism and Social Communication Team
- ✓ Learning and Behaviour Advisory Team
- ✓ Sensory Support Team
- ✓ Child and Adolescent Mental Health Service - CAMHS (telephone triage only)
- ✓ Community and Mental Health Liaison Service
- ✓ Occupational Therapy
- ✓ School Nurse Service
- ✓ Early Help
- ✓ Child Development Clinic

7. What training has the staff supporting children and young people with SEND had or are a having?

- ✓ All staff receive Continuing Professional Development
- ✓ All teachers hold Qualified Teacher status
- ✓ ECT induction programme
- ✓ Phonics training
- ✓ SMART ILP target writing and ILP reviews
- ✓ Universal Speech and Language training
- ✓ Whole staff training on adapting learning to meet the needs of pupils
- ✓ Understanding Autism and Emotional Regulation Training from ASCT (Summer Term 2023)
- ✓ Understanding and Responding to Behaviour (Summer Term 2023)

8. How will my child be included in activities outside the classroom including school trips?

- ✓ Activities are adapted, where possible, to meet individual needs
- ✓ Best endeavours and reasonable adjustments are always applied
- ✓ Risk assessments inform all decisions and discussions where additional activities and trips are involved
- ✓ Support from school staff will be provided where appropriate, however, parents may be asked to accompany their child on a school trip

How accessible is the school?

- ✓ The school building is accessible for wheelchair users
- ✓ There are disabled toilet facilities for pupils
- ✓ The building has a lift so that the first floor is accessible to all
- ✓ The school endeavours to be communication friendly through clear displays and signs through the school
- ✓ The Governors will discuss any improvement work on an individual basis. We value and respect diversity in our setting and do our very best to meet the needs of all our learners

9. How will the school prepare and support my child's transfer to a new school on the next stage of education and life?

We recognise that transitions can be difficult for all children and especially those with SEND and take steps to ensure that any transitions are as smooth as possible.

School practice

- ✓ A cohesive programme of transition arrangements and visits are made for year 2 children moving into year 3, and year 6 moving onto secondary school
- ✓ Individualised programmes are arranged for children that need a more detailed and graduated approach to transition
- ✓ Communication between locality SENDCos on a termly basis allows for the early identification of children with specific needs and those that may need additional transition support
- ✓ Transition meetings occur in the Summer Term between SENDCos regarding transitioning pupils
- ✓ Resilience Project with Oriel High School (Summer continuing into Autumn for the Year 6s who have moved to Year 7)

Mid-phase admissions

- ✓ Good communication between admissions staff, class teacher and SENDCo on new arrivals
- ✓ Transition arrangements and visits organised between schools

10. How are the school resources allocated and matched to children's SEN?

- ✓ Money from the school budget is used to provide additional support or resources dependent on need if appropriate
- ✓ Additional provision may be allocated to an individual child after discussion with the class teacher at the pupil progress meetings or if a concern has been raised with them at another time during the year
- ✓ If any concerns are raised, on completion of any assessment, further support or resources may be allocated to your child
- ✓ Pupil Premium grant is used to support pupils' learning and well-being (see Pupil Premium information on school website)

11. How is the decision made about what type and how much support my child will receive?

- ✓ Graduated response based on individual need within the context of the school overall
- ✓ If the pupil has an Education, Health and Care Plan, we always ensure that the statutory requirements are met (as a minimum)
- ✓ We seek and follow guidance from other professionals working with the pupil/family
- ✓ Provision made for a pupil/ student will be informed by consultation with parents, outside agencies, pupil/student

12. How are parents involved in the school? How can I be involved?

- ✓ Whole school events – Sports Day, Christmas performances, workshops, curriculum events
- ✓ General involvement as parent helpers such as listening to readers and accompanying trips and swimming
- ✓ Individual involvement through parent consultations
- ✓ The school encourages parental involvement and welcomes them to share views and ideas

13. Who can I contact for further information?

- ✓ School
 - Class teacher - first
 - SENDCo – by appointment through the front office
 - Deputy Headteacher and Headteacher (only after contacting the class teacher and SENDCo where this pertains to a child's SEN)
- ✓ SEND **Information and Advice Service** –
 - **Website:** <https://westsussexsendias.org/>
 - **E-mail:** send.ias@westsussex.gov.uk
 - **Tel:** 0330 222 8555
- ✓ Reference W. Sussex Local Offer <https://westsussex.local-offer.org/>

'Assess, Plan, Do, Review' Cycle

Following the school's procedures and policies for identifying children that may have special educational needs, we then carry out our next steps according to the 'Assess, Plan, Do, Review' cycle (CoP 2014).

The nature of 'Plan' and 'Do' will follow on from careful **assessment**.

This may include;

- ✓ Initial Concerns Observation
- ✓ Analysing a child's work/Book Scrutiny
- ✓ Identifying attainment and progress levels against expected outcomes
- ✓ Discussions with the class teacher, Teaching Assistants and the child's parents
- ✓ Discussions with the child, where appropriate
- ✓ Referral to outside agencies, with parental permission, and where appropriate

Plan, Do and Review

Plan and **Do** may involve addressing identified needs through quality first teaching, planned and time limited group work and/or the implementation of outside agency advice. This stage may be recorded on a 'SEN Monitoring' form. The impact of this is then reviewed and the child is reassessed. If appropriate and/or still required, the cycle will start again.

At this point, if agreed with parents and appropriate, the child will be registered as receiving **SEND Support** and may have an Individual Learning Plan (ILP). The class teacher writes the Individual Learning Plans which identifies any additional targets that a child is working toward and uses them to form part of the **Review** process during the consultation and review with parents and child during the Autumn and Summer term Parents' Evenings. Our ILPs run in two cycles: Autumn to Spring half term and Spring half term to Summer.

Where a pupil is receiving SEND support, the above meetings form part of the regular talk with parents - setting clear outcomes and how progress will be reviewed as well as identifying the responsibilities of the parent, the pupil and the school. Additional meetings may be called throughout the year, as necessary, and may involve both the class teacher and the SENDCo.

Further arrangements for consulting parents of children and young people with SEND and involving them in their education

Parents must be involved and give consent for referrals to other agencies and specialist support agencies. If the school has initial concerns about a child, and these have been discussed with the class teacher and SENDCo, parent views will also be sought. This will usually be through a meeting or telephone conversation with the class teacher, parents and SENDCo (and if appropriate, the child).

Arrangements for consulting young people with SEND and involving them in their education

The views of the pupil should be included in the discussions around targets and outcomes. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. Views can be gathered through discussion with the pupils or using a pupil view sheet.

Annual Reviews should take the form of a person-centred review where children can be invited to part of or all of the review or their views gathered through a pupil view sheet that is then shared at the review meeting.

Arrangements for assessing and reviewing children and young people's progress towards outcomes - opportunities for working with parents and young people as part of this review

- ✓ Our school's Assessment Policy (available in school) outlines the range of assessments regularly used throughout the school
- ✓ Children's outcomes are recorded on Individual Learning Plans (ILPs). These are reviewed twice a year incorporating views of both the child and parent and if necessary new outcomes will be set and recorded on an ILP
- ✓ Annual Reviews for children with EHCPs will be person-centred and involve the views of children and parents

- ✓ Where children are involved in certain specific interventions, there may be assessments at the start and end of the intervention to assess the progress children have made
- ✓ Progress of children involved with outside agencies (Learning Support, Speech and Language, Occupational Therapy) reviewed at certain points throughout the year
- ✓ Standardised testing is used where appropriate to track reading accuracy, comprehension, spelling and numeracy ages
- ✓ Tracking of pupil progress, in terms of meeting expected outcomes
- ✓ Learning Profiles are used for children with SEND working below Key Stage 2 expectations
- ✓ Out-of-class interventions may sometimes be prioritised for specific children over in-class subject learning. Where possible we will ensure that pupils are not always missing out on the same lessons each week.

The approach to teaching children and young people with SEND

High quality first teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Our aim is to make the curriculum as rich, creative, accessible and exciting as possible.

For the majority of the children with SEND, access to the curriculum can be achieved through differentiation by: Activity Outcome (AO), use of carefully planned and pitched success ladders, questioning, the activity, assessment, managing of behaviour, resources and mixed ability grouping and making appropriate adaptations to the learning.

How is the curriculum and the learning environment adapted for children and young people with SEND

- ✓ The curriculum is adapted to meet the needs of all our children. Adaptations may occur by grouping (e.g. small group, 1:1, ability, peer partners, talk partners), content of the lesson, success ladders, teaching style, lesson format, provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc), outcome, materials used, support level and type provided, provision of alternative location for completion of work.
- ✓ We endeavour to ensure that all classrooms are learning environments that are accessible to all. Where appropriate this may include the use of:
 - labelled resources
 - word walls
 - working walls
 - prompt mats - number lines, 100 squares, Numicon, phonic prompts alternative means of recording
 - writing frames
 - modelled and shared writing opportunities
 - visual timetables
 - teaching assistant
 - task reminders
 - prompt/sequence cards
 - quiet work stations
 - time out opportunities

- ✓ We endeavour to ensure that all classrooms are communication friendly including use of visuals, the 'chunking' of instructions, use of 'thinking time' to allow processing time and the pre-teaching of key vocabulary.
- ✓ Small group rooms are available to provide quiet work areas for 1:1 or small group work.

Evaluating the effectiveness of the provision made for children and young people with special educational needs

- ✓ Provision maps, including costed provision maps where appropriate, are used to help track and measure the impact of the various provisions provided throughout the school.
- ✓ Baseline assessments of interventions take a variety of forms to enable the impact and effectiveness of the intervention to be reviewed regularly.
- ✓ Individual Learning Plans are reviewed 2 times a year with children and parents to assess and discuss the outcomes for the child.
- ✓ Teaching Assistants have regular opportunities to review the children they work with and communicate this to the child's class teacher.
- ✓ During Pupil Progress Meetings the SENDCo will review whole school data for children receiving SEND support (and EHCPs). This will be in terms of attainment and progress and compared to all children within the year group.
- ✓ Learning walks will take place to monitor the provision for all children especially children with SEND.
- ✓ Individual Learning Plan writing and reviews are monitored. – repetition?
- ✓ Governors are involved in monitoring and evaluating effectiveness through Safeguarding Committee which the SENDCo presents to termly.

Arrangements for supporting children and young people who are looked after by the Local Authority and also have SEND

Children who are looked after will have Personal Education Plans (PEP). These are written once a term through the process of a review meeting. At times, PEPs may need to be written more frequently if a child's circumstances require this.

When a looked after child has special educational needs, the outcomes set for the child on their Individual Learning Plan will inform the PEP targets. When possible, the Individual Learning Plan will be reviewed alongside the PEP and the team around the child will be invited.

What are the arrangements for handling complaints about the provision made at the school from parents of children with SEND

- Please see the school's Complaints Policy.
- Parents can speak to the class teacher or the SENDCo. Following this they can request to speak to the Deputy Headteacher or Headteacher.
- Further to this any complaints can be raised with the Governing Body.

The information included in this report will be kept up to date and reviewed annually.