

Knowsley Junior School

SEND Information Report

Our SEND Information Report provides details about how we support children and young people with special educational needs and disabilities (SEND) in our school and forms part of the Oldham Council local offer:

The aims of our policy and practice in relation to special educational needs and disability in this school are to:

- Encourage the participation of children, their parents or carers, and young people in decision making
- Focus on the early identification of children and young people's needs and early intervention to support them
- Collaborate between education, health and social care services to ensure the best possible outcomes for all pupils
- Ensure that pupils with SEND have access to high quality provision to meet their learning needs and other identified areas of need
- Maintain a focus on inclusive practice and on removing barriers to learning
- Support pupils as they reach transition points in their education

The school recognises that a child or young person has a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of others the same age
- Require provision different from or additional to that normally available to pupils of the same age
- Have a disability which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school

This is defined in the Special educational needs and disability code of practice: 0-25 years (2015). The school makes provision in accordance with the SEN code of practice (2015); The Equality Act (2010); The Special Educational Needs and Disability Regulations (2014) and the Children and Families Act (2014).

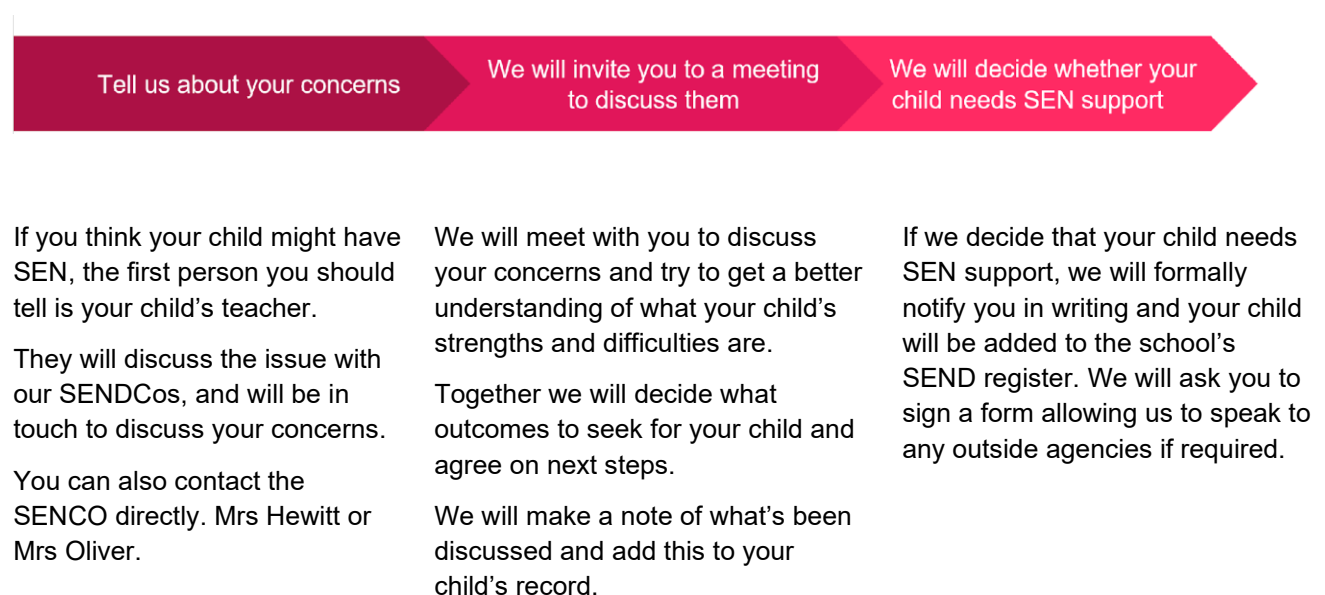
There are four broad areas of special educational need defined in the SEN Code of Practice (2015). These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

We provide data on the levels and types of need to the Local Authority. This is collected through the school census.

How does our school know if children need extra help and as a parent/ carer what should I do if I think my child may have special education needs?

If your child is identified as not making progress, we will set up a meeting to discuss this with you in more detail. We will listen to concerns, plan any additional support your child may need and discuss any referrals to outside professionals to support your child's learning. This will be done as a partnership. Also if you feel that your child has special needs ask for a meeting with their class teacher to discuss your concerns:



If my child has SEND who will be involved?

Class Teacher

Before any SEND are identified your child's class teacher will first make sure your child's learning is suited to them and will adapt the type of task, the way learning is approached, or the way they help motivate your child before seeing the SEND Coordinator (see below) about the need for anything additional or different. Once SEND has been identified, they will ask you to work alongside them in the setting of targets for their learning. They will use any strategies, equipment or approaches identified as helpful to your child's progress and liaise with teaching assistants about the progress of your child in class and with any intervention work they are doing with them. Your child's views will also be sought within this process.

SENDCo - Mrs H Hewitt & Mrs E Oliver

The Special Educational Needs and Disability Coordinator (SENDCo) will help the class teacher in identifying children with SEND and consider what else can be tried within the classroom. Once children are identified, the SENDCo and class teacher will liaise with school staff and help with setting appropriate targets and choosing suitable interventions to help your child make progress. They may assess your child to help them do this and seek their view. They also coordinate any interventions from outside agencies such as QEST (Quality and Effectiveness Support Team), Educational Psychology or a child's therapist such as a speech and language therapist. The SENDCo will contact you regarding outside agency involvement and may contact you regarding the outcome of assessments, or your child's needs or progress.

Teaching Assistants

The teaching assistants support your child's learning in class, either by directly working with them, or by working with others in the class to allow the class teacher to work directly with your child. They also take children for small group or one to one intervention work, designed to help your child to make greater progress.

How will the Year 3 staff support my child?

If a child with SEND is starting at our school in Year 3, the class teacher and SENDCo will visit Springhead Infants and request to attend any review meetings prior to your child starting school. We can also discuss a transition plan so we can meet the needs of your child immediately. This may include extra induction visits and photo books for you to share with your child during the summer holidays.

How will the school adapt its teaching for my child?

All teachers deliver high quality teaching, and have high expectations for all pupils in the class. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. The class teacher plans lessons according to the specific needs of all groups of children. All teaching is based on building on what your child already knows and understands. Different and adapted ways of teaching are in place so that your child is fully involved in learning in class. For your child this may involve using more practical learning, different resources, using technology or additional adult support. Your child's class teacher will have carefully assessed your child's progress informally and formally and will know where there are gaps in understanding or learning, they will decide when additional support is needed.

Adaptations may include:

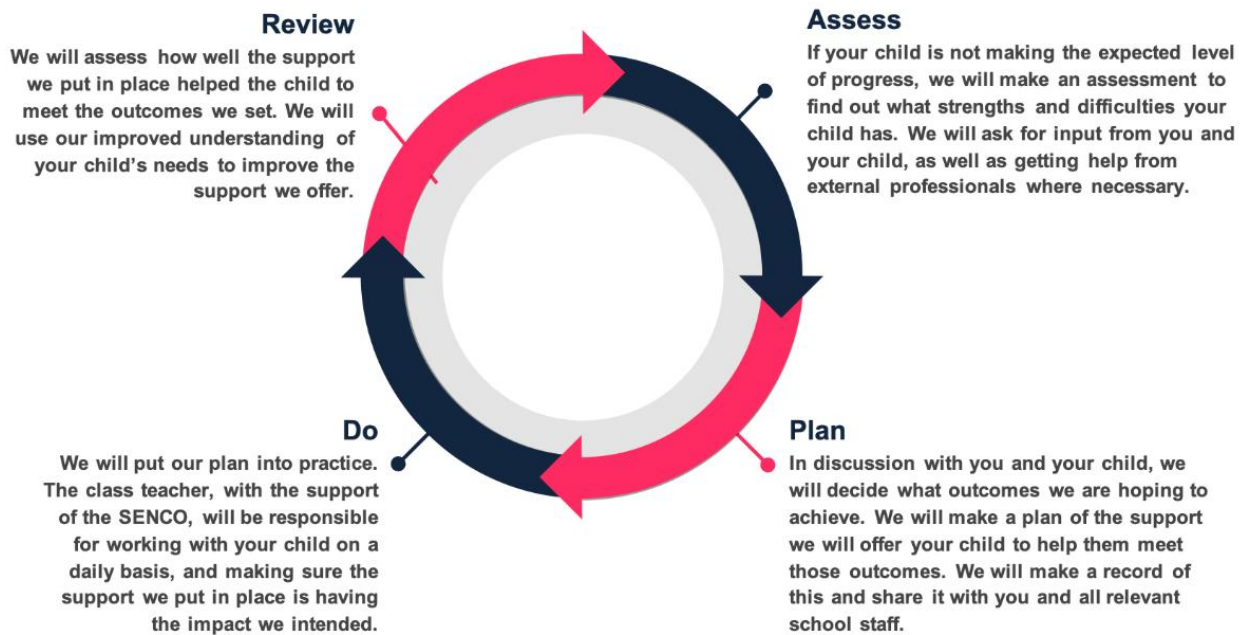
- Differentiating/ adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc
- Differentiating/ adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis or in a small group where appropriate

Specific resources may be used including:

- A learning bay to limit distractions
- Pencil grips to support control and to improve handwriting
- Sit-fit cushion to support with posture and to reduce fidgeting
- Visual prompts to remind children of learning
- Visual timetables to develop sequencing of the day
- Prompt cards such as an 'I need help' or a 'timeout' card
- Individual behaviour chart
- Home/ school communication book
- Sensory toys

How will school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress. Your child's class teacher will meet you at a minimum of 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

In addition, the progress of a child with an Education Health and Care Plan (EHC) is formally reviewed each year at an Annual Review with all adults involved in the child's education.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Bring a member of staff as a representative

What support will there be for my child's overall well being?

Unless children are happy at school, learning is not as effective as it should be. Our school has a good history of supporting children who are struggling with emotional difficulties.

In addition to the high quality class teaching, we run specific programmes for small groups of children. These may be delivered in the classroom or in a learning area; they are most often run by a teaching assistant but under the direction of the class teacher or the SENDCo. These include social skills groups such as Time to Talk and Lego Therapy. We use these sessions to focus on targets and to help children to make progress in specific areas. We also use individual programmes usually on a one to one basis, often supported by outside agencies.

We also have Pastoral Support Officers who work with children and families.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council (Junior Leadership Team)
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/ building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- We run a lunchtime club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying

What specialist services and expertise are available at, or accessed by, our school?

We use a wide range of services to support our children and families - for more information visit the Oldham Council website.

We are currently involved with:

- Quality and Effectiveness Support (QEST)
- Educational Psychology
- Speech and Language Therapy (SALT)
- Visual Impairment Team (VI)
- Hearing Impairment Team (HI)
- Occupational Therapy (OT)
- Primary Outreach Service
- Child and Adolescent Mental Health Service (CAMHS)
- School nurse

- Parental support advisor
- Positive Steps
- Paediatrician
- Voluntary sector organisations
- Assistive Technology
- Paediatric Neurology
- Moving and Handling Advisor
- Physiotherapy

What training have the staff supporting children with SEND had or are having?

The SENDCo attends relevant training in order to keep her knowledge of SEND (and the strategies and interventions) up to date, along with current developments with SEND.

During recent years the staff has received training in:

- Supporting anxiety
- Social stories
- Autism Level 1
- SEND in Mathematics
- Dyslexia
- Adaptive teaching
- Speech and language
- Development of social skills
- Development of social and emotional skills
- Dyspraxia
- Lego therapy
- Memory
- Moving and Handling
- ADHD support
- Guided Reading
- WELLCOMM
- Counselling Level 1
- Behaviour Management

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

As an inclusive school, every child has the opportunity to access all areas of the curriculum. Therefore provision for trips and activities will be adapted to meet individual needs, this includes our residential. Any child needing specific help will have this discussed between school and home before any visit or activity.

How accessible is the school environment?

We have disabled access into our building and a disabled toilet, therefore our school is suitable for children requiring wheelchair access. Please see our Accessibility Policy available on the school website or via this link [Accessibility Plan](#).

How will Knowsley Junior School prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any move is as smooth as possible.

Any child joining our school or moving to another school

We will contact the SENDCo and ensure that we receive all the relevant information for the child starting with us, or will pass on all records and information to the new school so any special arrangements and support can be put in place.

In Year 6

We make sure all relevant information is discussed and sent to the SENDCo of the secondary school. We invite them to a review meeting to meet parents and discuss needs. As part of the Saddleworth and Lees SENDCo group, we can organise extra visits to the local secondary school for children with SEND so that they can become familiar with the layout and routines. They will go with a member of our staff, have lunch, meet key members of staff and make friends.

How are the school's resources allocated and matched to children's special educational needs?

The school budget, received from Oldham LA, includes money for supporting children with SEND. The headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The headteacher and the SENDCo discuss all the information they have about SEND in the school, including any children who are already receiving extra support.

They would discuss the children needing extra support, the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

We identify the needs of our pupils on a school provision map which for SEND pupils identifies all resources/ training and support. Provision maps are reviewed regularly and changes made as needed.

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

If your child continues to make little or no progress, despite high quality teaching targeting their needs, the class teacher and the SENDCo will assess whether the child has a significant learning difficulty. Where this is the case, in consultation with you as parents/carers, an agreement about the level of SEND support that is required will take place. The support will be carefully monitored to look at the impact. If there is no (or very little) impact, it may be necessary to apply for an Education Health and Care plan to further support the child's needs.

Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupils' needs from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year.

If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

What support is in place for looked-after and previously looked-after children with SEN?

Mrs Jade Jackson is the designated teacher for looked-after children and previously looked-after children. Mrs Jackson will work with our SENDCos, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Who can I contact for further information?

For initial concerns contact your child's class teacher, then the SENDCo.

Our SEND Governor is Miss Kelsie Akram.

Oldham's parent/ carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special educational needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

What to do if you, as a parent/ carer, are not happy with a decision or the provision being made for your child?

Your first point of contact is always the person responsible – this may be the class teacher or the SENDCo. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the headteacher then speak to the SEND Governor.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

If your concern is with the local authority, contact the Complaints Team via this online form:

<https://portal.oldham.gov.uk/feedback/intro>

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. The Oldham SEND Information Advice and Support Service (SENDIASS) provides high quality information, advice and support for parents, carers, children and young people with a special educational need or disability. Please visit [Oldham SENDIASS](#) for more information.

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)