

Shelton Junior School



SEND INFORMATION REPORT 2021

Headteacher Approval  Name: Mr Jon Bacon Date: 03/2021	Governor Approval Name: Karen Phillips Date: 03/2021	Shelton Junior School <i>SEND Info Report</i> Last Reviewed: March 2021 Review date: March 2022
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Special Educational Needs & Disability Information Report

This document (which uses the Derby City Council suggested format) outlines the ways in which our school ensures that we support all of our pupils, including those with SEND, in order that they can succeed. **It does not detail** every resource or technique that is employed, as these are constantly modified to meet the changing individual requirements of our pupils.

Our school does not have a specialist designated unit/additional learning support department.

Name Of Setting	Shelton Junior School
Address	Carlton Avenue, Derby, DE24 9EJ
Telephone	01332 701212
Email	admin@sheltonj.derby.sch.uk
Website	https://sheltonj.derby.sch.uk/
Name of Headteacher	Mr Jon Bacon
Name of SENDco	Mrs Hettie Culling
SEND Governor	Mrs Angeline Thorne
Areas of SEND that are provided for	<ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, emotional and mental health• Sensory and/or physical needs.

What is SEN&D and SEN&D support?

SEN&D stands for special needs and, or a disability.

The Code of Practice 2014 states that:

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

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

Derby's Local Offer

Within Derby there is much information about types of Special Educational Needs and Disabilities and services and provision available for those with additional needs. You can find information about what is available in Derby at www.derby.gov.uk/sendlocaloffer.

You can view our schools Local Offer description on our school website (www.sheltonj.derby.sch.uk) and on the [Local Offer education directory](#).

Who are the best people to talk to at our school about my child's difficulties with learning / SEN&D?

The subject/ class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEN&D Policy is followed in their classroom.

If you feel your query or worries need to be further addressed, please then contact the SENCO, Mrs Culling and/or the SEND Governor Angeline Thorne.

They are responsible for:

- developing and reviewing the school's SEN&D Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEN&D register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEN&D in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

How are Pupils with SEN&D identified at our school?

Referring to the 'SEN&D code of practice: 0-25' 2014, a child or young person has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Subject/ class teachers make regular assessments of progress for all pupils. From this, the school is able to identify pupils making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the Parent, Senco and Class Teacher to consider all the information gathered from within the school.

Parents/carers will be notified by a telephone call/letter of the meeting, when the following will be discussed:

- the pupils areas of strengths and difficulties
- any parent/carer concerns
- plans for any additional support your child may receive
- any referrals to outside professionals, to support your child's learning.

Where a pupil is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. The SEN&D support will take the form of a four part cycle:

Assess – an analysis of pupils need will be carried out by the subject teacher and SENCo. Outside agencies may also be involved.

Plan – if the school decides to provide the pupils with SEN support parents/carers will be notified. All staff involved with the pupils will be informed.

Do – interventions & support will be delivered.

Review – the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the pupil and parents through this process.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all pupils in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of all pupils, including those with SEN&D. This includes whole school training on SEN&D issues.

- Teachers adapt planning to support the needs of pupils with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow pupils with SEN&D to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

Specific group work intervention

- We offer a range of interventions for academic and Social, Emotional support run by Teachers, Teaching Assistants and supporting staff in school.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Small group and 121 support
- Resources for sensory needs e.g. ear defenders/fidgets
- Leaving lessons early

- Use of colour overlays
- Visual timetable provided
- Having someone scribe your work

There are many more that may be put in place depending on the individual pupils needs.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

What arrangements are there for supporting children and young people who are looked after by the local authority and have SEN?

The arrangements in this policy apply to all pupils – please also refer to our LAC and PLAC policy.

How do we measure progress?

Pupils' progress is continually monitored by all stakeholders. Progress is reviewed at regular intervals and formally once each term. If your child has SEN we will regularly review their targets through our SEND Support Plans and update you termly on progress and next steps. You will also have the opportunity to speak to your child's class teacher at a parents'/carers' evening.

The progress of Pupils with a statement/EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor the progress of pupils with SEND in any targeted work while also monitoring the effectiveness of the provision or interventions for each child on the SEND register.

Evaluating Effectiveness

The SENCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and what supports the pupil in making good progress and securing good outcomes. This is known as the *graduated approach*.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, speak to your child's class teacher at the end of the day, by sending a dojo or by calling school.

If you have concerns that your child has an unmet special educational need after speaking to the class teacher, you should contact the SENCo at the end of the day, by sending a dojo or by calling school.

What support is there for my child's overall wellbeing?

We have 5 members of staff trained in Psychological First Aid: Supporting Children and Young People.

Our Pastoral Lead, Mrs Dunkley Smith works collaboratively with the SENCO and supports with specialist Social, Emotional & Mental Health Support.

Each class provides daily wellbeing activities for all children based on the 5 ways to wellbeing e.g. get active – the daily mile, take notice – 5 minutes of music

Each class also provides a nurture provision for small groups of children and targeted ELSA (Emotional Literacy Support Assistant) intervention for pupils with specific needs.

Our pastoral lead is proactive in referring pupils and families to outside agencies provided by Derby City Council to support mental health and wellbeing such as [Build Sound Minds](#).

How is SEN&D support allocated to Pupils at our School?

The Code of Practice 2014 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to Pupils of the same age.’ :

- Pupils who are underachieving and failing to meet targets have interventions in and out of class.
- Pupils are moved on to SEN&D support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of Pupils who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- Pupils with more complex needs who may also require support from outside agencies would be classified as SEN&D support (previously School Action Plus).

The school budget is received from Derby City Local Authority, which includes funding to support Pupils with SEN&D.

The Headteacher decides on the budget allocation for SEN&D in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCo discuss information they have about SEND including:

- Pupils already receiving extra support
- Pupils needing extra support
- Pupils who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary.

Who else could support your child with SEN&D?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- 2 Higher Level Teaching Assistants
- Pastoral Support Manager
- Educational Psychology Service / STePS
- Educational Welfare Officer

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- SENDIASS
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Behaviour Support Service (LA)
- Multi-agency team
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Physiotherapy Service

Voluntary Sector Support:

- Umbrella
- Fun&bility
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in action
- And many more

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEN&D?

- All staff in school including the Senior Leadership Team are available to discuss issues, as appropriate to their roles in school.
- Your child's targets will be reviewed 3 times a year and we will work with you to plan and review these at parents meetings formally and informally throughout the year
- We will meet with you 3 times a year to discuss how you think things are going (this must be at least once a year)
- We will hold meetings with outside professionals where and when appropriate
- We hold year information evenings/open evening
- We will share information with you about parent/carer support groups

How does the school support Pupils with medical conditions?

The school follows 'Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014.

Our policy supporting pupils at school with medical conditions can be found [here](#).

How is our school accessible to Pupils with SEN&D?

Our site is accessible for all pupils including wheelchair users please find our Accessibility Policy and Plan [here](#).

How will my child be supported through transitions?

The school recognises that transitions can be difficult for Pupils with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- we will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child
- all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to new class teachers. All relevant information will be shared.

From Infant to Junior school

- Visits to school with class
- Extra, supported visits where necessary
- Parent sessions
- Sharing records and transition meetings between professionals (class teachers/Sencos)

How will my child be able to share their views?

We value and celebrate each Pupil being able to express their views on all aspects of school life and try to obtain their views in the following ways:

- Each child on the SEND register supports the writing of their own One Page Profile which tells their story and details the support they would like and need.
- Each parents meeting we also obtain the pupils views of how things are going in school and ensure their voice is heard in their provision.
- If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own outcomes.
- Each year pupils have the opportunity to complete a questionnaire about aspects of the school.

What training have the staff had about SEN&D?

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school.

This year we will cover:

Training	Staff	date
5 minute box intervention	All TA's	Autumn 2020
Catch UP Maths	All TA's	Autumn 2020
Autism level 1 training	All Staff	Autumn 2020
Zones of Regulation	All Staff	Summer 2021
Emotional Coaching	All Staff	Summer 2021
Lego Therapy	All TA's	Autumn 2020
Sensory Circuits	All TA's	Autumn 2020

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing to our chair of Governors Mrs Karen Phillips. Please see the complaints policy for full details.

Linked documents on the school's website include:

- [Complaints Policy](#)
- [Complaints Procedure](#)
- [School accessibility plan](#)
- [Supporting pupils at school with medical conditions](#)
- [Safeguarding Procedure](#)
- [LAC & PLAC Policy](#)