



# NEW INVENTION JUNIOR SCHOOL



## Our local offer for children with SEND



### How we identify individual special educational learning needs

- ❖ When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.
- ❖ If you tell us you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school will seek advice from more specialised services such as Educational Psychology or Speech Therapy - we always share our findings with you and the next steps we need to take.
- ❖ If teachers feel that your child has a special educational need this may be because they are not making the same progress as other pupils. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environment, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school become concerned about your child you will be contacted immediately by their class teacher or the school's Special Educational Needs Coordinator (SENCO).



### How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them

- ❖ We are child and family centred so you can expect "no decision about me without me".
- ❖ When we assess special educational needs we will discuss with you if your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- ❖ Where appropriate we will write and review Individual Termly Targets with pupils and parents/carers, a copy will always be available for you.
- ❖ We hold a meeting every term that allows all school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps.
- ❖ We may use homework to repeat and practice activities that are new and presenting a challenge to a pupil. If you have any concerns about homework please see your child's class teacher.
- ❖ Our school website has a dedicated area for parents. This includes links directing parents to a wide range of support services for parents, pupils and families.
- ❖ Our staff are available at the end of every school session to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other.
- ❖ Children with communication difficulties may be provided with a home-link book. This tells you about the sort of activities your child has been undertaking at school, so that you can discuss these at home.
- ❖ Each child has a reading diary. Adults in school will write comments for parents to read at home, and we encourage parents and carers to add comments of their own.
- ❖ We have a wide range of learning activities available on our learning platform that parents can access with their children at home. All children are provided with a log-in for our site, and training is offered for parents so that they are familiar with the wealth of opportunities available, and how to access them.



## How we use other adults in school to support pupils with special educational needs or disabilities

- ❖ Our SENCO leads a team of talented support staff who are all trained to support pupils with a wide range of educational, social and emotional needs.
- ❖ Our SEN team are able to undertake small group work or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities.
- ❖ Our Care, Guidance & Support Manager is a very supportive member of the team with an excellent knowledge of how to support our children and their families. No problem is too big or too small.
- ❖ Our staff analyse pupil performance data at regularly to ensure every child is making the best possible progress.
- ❖ We have a dedicated Educational Psychologist, who visits our school regularly to observe and assess pupils, and offer advice and support to both home and school.



## How we use specialist resources to support pupils with special educational needs or disabilities

- ❖ Our SEN team make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.
- ❖ We have a wide range of reading material (books, digital stories, newspapers) to appeal to both aural and visual learners, and specialist 'catch-up' schemes to revise lost learning.
- ❖ We have a wide range of ICT equipment available to help motivate pupils and access learning. These include a I-pads, laptops, computers, microphones, programmable toys, talking buttons.
- ❖ We use workstations, picture and symbol timetables and equipment such as countdown timers for pupils who need it.
- ❖ We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating, or handrails and steps in toilets.
- ❖ We use a range of software on our school learning platform/website to help pupils engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners.



## How we modify teaching approaches for individual pupils

- ❖ All our staff have been trained in a variety of approaches which means that we are able to adapt to a range of SEN: - Specific learning difficulties (including dyslexia); Autistic Spectrum Disorder; Speech, language and communication needs; and Behavioural, Social and Emotional difficulties.
- ❖ We follow the Beat Dyslexia programme where required.
- ❖ We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including picture exchange cards and individual workstation tasks.
- ❖ We are an inclusive school. Wherever possible children are taught alongside their peers in clearly differentiated groups. Teachers adapt their teaching in order to cater for their pupils' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support/deliver interventions in small groups outside the classroom, or to provide one-to-one support.
- ❖ Our staff are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able to achieve their very best.
- ❖ We use additional schemes/materials so that staff can use as a resource to ensure work is always at the right level for pupils with special educational needs, or those who are gifted and talented.
- ❖ We run a number of 'catch-up'/ booster groups for children who are in danger of falling behind their peers.
- ❖ We use personal visual timelines or object timelines, where appropriate, to help children understand what activity or part of the day is coming next.



## How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)

- ❖ We use P scales where appropriate to assess progress in smaller steps, alongside the school assessment system of 'steps'.
- ❖ We gather views of parents and carers at our termly parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress.
- ❖ Parents of children with special educational needs are invited to a special review meeting each term where we discuss progress and set individual termly targets outlining small step progress targets. These are set in consultation with parents and other professionals involved in the care and education of the child.
- ❖ Our staff analyse the progress of every child. Each teacher plans targeted interventions for children whose progress is causing concern, and writes an individual termly target plans for children whose needs fall outside normal classroom differentiation. We adapt our teaching to suit the needs of individuals wherever possible.
- ❖ Moderation of children's work/books is carried out regularly throughout the school year by various members of staff/leaders in school and external moderators or the local authority.
- ❖ We set challenging targets that are based on nationally agreed guidelines on progress. Children are expected to make a minimum of six steps of progress over the school year.



## What extra support we bring in to help us meet SEN:- services; expertise. How we work together collaboratively.

- ❖ We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.
- ❖ We get support from the local authority services about training, policy and funding.
- ❖ Our local authority provides some educational psychologist support for assessment, advice and training.
- ❖ We have an attendance officer who works closely with staff, pupils and families in raising attendance and punctuality.
- ❖ We get support from Speech and Language Therapy (SALT) through our own speech therapist. She trains our staff and advises on strategies and programmes. We refer pupils for assessment if we believe they need a period of therapy.
- ❖ We liaise with the School's Health Advisor regularly.
- ❖ We get support from occupational therapy for pupils who need assessment for issues such as special seating or advice about exercise programmes. They guide school staff in meeting the needs of pupils with disabilities.
- ❖ Together we review your pupil's progress and agree what everyone will do to make teaching more effective and learning easier. We include your child in these discussions when appropriate.



## What other activities are available for pupils with SEN in addition to the curriculum?

- ❖ We have a number of before and after school clubs
- ❖ We have termly educational visits, and many other visitors to school bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.



## How we support pupils in their transition into our school and when they leave us

- ❖ We liaise closely with our secondary schools to ensure that the transition from Primary school is as smooth as possible.
- ❖ Parents and children who are joining our school mid-term are encouraged to visit the school to look around with parents/carers before they start.
- ❖ If appropriate we support individual transition plans, led by our Care, Guidance & Support Manager and meet with SENCOs from secondary schools to ensure transition for SEND children is smooth.



## How additional funding works

- ❖ Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). There is a small amount of top-up funding for pupils with a high level of need.
- ❖ If a pupil's education, health and care plan identifies something that is significantly different to what is usually available, funds will have to be prioritised - this includes funds from other bodies including Health. Parents will have a say in this prioritisation and any agreed plan will be formulated by/alongside professional advisors, other funded bodies (e.g. Health), parents and school.



## Where pupils can get extra support

- ❖ We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- ❖ Our children are made aware of the support that surrounds them in school. They know who to talk to if they are worried or have any concerns they want to share.
- ❖ Our Care Guidance and Support Manager is available during the day - pupils can leave her a message if she is not in or otherwise engaged.
- ❖ We have a high level of staffing at unstructured times, such as lunchtime, to ensure children are well supervised and well supported.
- ❖ We have a buddy system that promotes peer-to-peer support. These children are trained by school staff and supported in their work.
- ❖ The school always welcomes parents into school and encourages them to discuss any issues however small they feel they are. A problem shared is a problem halved. A problem identified is a problem solved.



## Where parents/carers can get extra support

- ❖ Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- ❖ Our SENCO and our Care, Guidance & Support Manager can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.



## What parents/carers can do if they are not satisfied with a decision or what is happening.

- ❖ Our school operates an open door policy. Your first point of contact is your child's class teacher, who is always available at the end of every school day. In addition, our Care Guidance and Support Manager or our SENCO are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the deputy or head teacher at any time. We also have a governor responsible for SEND who may be contacted through the school office.
- ❖ The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 686200.