

Limes Farm Junior School

SEND Information Report

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Whole School Approach:

At Limes Farm Junior School we have high expectations of all our pupils and we are committed to enabling all pupils to reach their potential. Our guiding principle is one of inclusion: identifying and breaking down any possible barriers to learning. High quality first teaching and additional support is implemented across the school contributing to our inclusive approach, and we regularly review what we offer every child in our care. Staff are responsible for the application of a differentiated and personalised approach to teaching and learning. They use the Essex Provision Guidance Toolkit to ensure their curriculum and the classroom environment is suitably and effectively adapted for children with special educational needs and disabilities.

Underpinning all our provision in school is the **graduated approach** cycle of **Assess – Plan – Do – Review** which means we are constantly reviewing and refining the actions and interventions used to meet the needs of all the pupils.

This graduated approach cycle supports children as follows:

Assess: Type of formal assessment: <ul style="list-style-type: none">• Termly• Individual• On- going assessment	Completed by: Class teachers SENDCO/EP/Specialist teacher/therapist/LSAs etc
Plan: Type of planning: <ul style="list-style-type: none">• One planning meetings to agree outcomes, actions and provision• Individually planned targets in class and or 1:1 support• Group interventions• Differentiated class work	People involved: Child/Parents/CT/SENDCO/LSAs other professionals as appropriate Child/C/Specialist teacher CT/LSA/SENDCO CT/LSA

<p>Do:</p> <p>Type of actions:</p> <ul style="list-style-type: none"> • Implementing interventions • In class support • Record keeping • Parental involvement • Regular feedback • Liaison with SENDCO 	<p>People involved:</p> <p>CT/LSA/SENDCO CT/LSA CT/SENDCO LSAs/CT SENDCO/child/parent/staff/other professionals</p>
<p>Review:</p> <p>Types of review:</p> <ul style="list-style-type: none"> • Termly one plan meetings to discuss outcomes/targets met or not • Effectiveness and impact of interventions • Agree next steps • Annual review for pupils with Statement of EHC Plan 	<p>People involved:</p> <p>Child/parents/CT/LSA/SENDCO/other professionals as appropriate</p> <p>CT/SENDCO</p> <p>Child/parents/CT/SENDCO/other professionals as appropriate SENDCO/Child/parents/staff/other professionals as appropriate</p>

What are Special Educational Needs and Disabilities?

As per the SEND Code of Practice, 2015, we refer to the term 'special educational needs' if the following are applicable:

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 him or her.

A child of compulsory school age or a young person 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, or
- 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 or mainstream post-16 institutions

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

Children and young people’s SEND are generally thought of in the following four broad areas of need and support:

<p>Communication and interaction</p> <p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time.</p>
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They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Details of our provision:

- Speech and language therapy input: 1:1 advice/ sessions as needed
- Speech and language specialist teacher advice, recommendations and support
- 1:1 speech and language support
- Visual support – visual timetable, prompt cards such as good listening
- Multi-Sensory resources
- ICT such as iPads
- Visual coding
- Language for Thinking Programme
- Narrative Therapy
- Lego Therapy

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Details of our provision:

- Educational psychologist / specialist teacher for cognition and learning advice, recommendations and support
- Visual support, such as visual timetable, word banks
- Multi-Sensory resources such as practical apparatus in maths
- IT such as Clicker 7 – a writing programme to support pupils who have difficulty with writing
- Use of individual whiteboards to make notes/ aid memory
- Use of mind maps /spidergraphs for children with memory difficulties
- Small group work e.g. Narrative therapy
- 1:1 interventions focused on repetition and over learning e.g. Precision teaching, Toe by toe, Power of 2
- Lessons differentiated appropriate to need and level of ability

Social, Emotional and Mental

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils

Health Details of our provision:

- Emotional Wellbeing and Mental Health Services (EWMHS – formerly CAMHS)
- Educational psychologist advice, recommendations
- Social skills support – small groups and 1:1 using Time to Talk/Socially Speaking programmes
- Time out system for children who may need to regain control

- Mind Up – a fully comprehensive positive psychological approach for all pupils relaxation techniques including meditation sessions, chill out areas and activities
- Reward systems
- School counsellor
- Home/School book
- Boxall Profile
- Individual Behaviour Plans and risk assessments
- Boxing and mentoring sessions with qualified personal trainer with qualifications in SEMH needs

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Details of our provision:

- Access to occupational therapist for advice, recommendations and support
- Access to specialist teacher for physical needs
- Adjustments made to physical environment
- Downstairs classrooms when needed
- Physiotherapist, recommendations and support
- Specialist teacher for physical needs
- Sit 'n' move cushion
- Writing slope;
- ICT
- Adapted PE lessons
- Extra-curricular activities are available to all pupils
- Gym Trail: developing fine and gross motor skills
- Finger gym: to improve fine motor skills
- Disabled car parking space

We have internal processes for monitoring the quality of provision and assessment of need.

These include:

- Lesson observations
- LSA observations
- Monitoring of planning to ensure the inclusion of appropriate and clear differentiation so all children can access the curriculum.
- On-going impact evaluation of provision from CTs, SENDCO and SMT.
- Target Tracker which monitors progress and records of achievement termly. Pupil
- Progress meetings during which progress and next steps are discussed between teachers and SMT

Consulting with children and their parents

- One plan meetings and reviews
- Consultation meetings termly
- Discussions in person or by phone
- Annual review meetings annually
- School council meetings
- Questionnaires for parents and pupils

The arrangements for the admission of disabled persons as pupils at the school

We ensure that our admission arrangements do not discriminate against pupils with SEND. When a new pupil with disabilities applies to our school, we will first audit the skills of our current staff to ensure that we are able to meet the child's needs. If there is a gap in knowledge we will arrange training and/or look at appointing a new member of staff with the expertise needed. We will consult with all professionals involved with the pupil.

The facilities provided to assist access to the school by disabled pupils, The plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan).

The school has a disabled car parking space that parents may use to aid access to the school. Pupils and parents with physical disabilities can enter the school and downstairs classrooms and the school office without having to use steps. Currently, pupils in wheelchairs would not be able to access the school hall via the main route all pupils use. We would make further modifications to this, should there be a need.

Refer to Accessibility Plan, Intimate Care Policy, and Managing Medical Needs

The steps taken to prevent disabled pupils from being treated less favourably than other pupils and adaptation of the curriculum and learning environment for pupils with special educational needs and/or disabilities

At the classroom level, all children are planned for so that they can access the curriculum regardless of their need or the subject being taught. We are committed to adapting physical resources, teaching styles and techniques and following advice from any professional body or recognised advisory service so that children with SEND have equality of access.

Our teachers will use various strategies to adapt access to the curriculum, this might include using but is not limited to:

- Task planners
- Visual timetables
- Adaptation of planning for non core subjects e.g. seated basketball
- Use of Makaton
- Visual coding
- Communication books for non-verbal pupils
- Use of quiet spaces for de-escalation when Sensory overload
- Touch typing programmes
- Visual coding
- Clicker 7

Identification of SEND

Usually the class teachers will identify when a child needs extra support but sometimes a child may be receiving support before they start school. If you have any concerns, questions or information relating to your child and the need for additional support please speak to the Inclusion Manager.

When a teacher has raised concerns about a child's progress and targeted teaching has not brought about improvement, the teacher will raise this with the Inclusion Leader and a decision will be made about implementing appropriate additional support. Teachers will then be asked (if they have not already) to use the Essex Provision Guidance and complete the appropriate SEND checklist. Parents will be involved in this discussion. If parents have a concern about their child's progress, they should speak to the class teacher initially and a decision will be made regarding appropriate assessment and/ or support being put in place.

Further information about the process can be found in Limes Farm Junior School Local Offer is available on the website.

Staff Development:

We are committed to developing the expertise of our staff in the following ways:

- Whole staff training sessions
- LSA training sessions
- Attending courses
- The Inclusion leader attends the local SENDCO consortium meetings
- Joint training sessions with Limes Farm Infant School

We also have access to support from the following external agencies:

- Statutory Assessment Service
- Educational Psychologist team
- Inclusion Partner
- Social and emotional difficulties support team
- Speech and language therapy service
- Occupational therapy service
- Social care
- School nurse
- Emotional wellbeing and mental health service

In 2019, staff have had training in the following areas:

- Bar modelling
- Clicker 7
- Mind Up
- Precision Teaching
- Maths Intervention
- Write Away Together
- Phonics
- One Planning
- Visual Coding
- Language for Thinking
- Elklan – Speech and Language programme
- Makaton
- Personalised planning for EHC children
- Physiotherapy

Staff deployment:

Considerable thought and planning goes into deploying our support staff to ensure children achieve the best outcomes, gain independence and are prepared for future life.

Support staff are deployed in the following ways:

- 1:1 support
- Small group support
- General classroom support
- 'Hover' support to develop independence
- Leading intervention groups
- Support with the development of social skills and emotional literacy
- Learning mentoring
- Leading relaxation session

School Partnerships and Transitions

Our approach to supporting children joining the school, transitioning between key stages, including secondary school includes the following:

- Transition from KS1 into Limes Farm Junior School involves a visit in the summer term during which the children meet their new teacher and spend the morning in the school. If necessary children with SEND will make more than one visit and may have pictures of key people and places to help them become more familiar with their new school.
- Liaison with KS1 staff – the Inclusion leader meets with the SENDCO from the infant school to discuss SEND pupils and their needs. Additional support arrangements will be discussed and arrangements made to continue with their implementation.
- When SEND pupils make the transition to secondary school there is liaison with the SENDCO and pastoral staff if necessary. Extra visits are arranged for pupils who need them so that they are able to become more familiar with their new school. Our learning mentor runs transition sessions to prepare children for secondary school. These covers things like using a timetable, homework diaries etc.

Challenges this year

Challenges for our school this year have included:

- The Creative Curriculum
 - A change in focus through our new curriculum to our four main drivers (oracy, mindfulness, the arts and aspiration)
 - planning for children in the class who are working on different bands
 - differentiating so that SEND pupils have access to all areas of the curriculum
- Supporting children and parents when there are social and emotional difficulties that impact on learning and behaviour in school
- Ensuring all pupils have access to pictorial, concrete and abstract strategies within each lesson
- The rise in pupils with ASD coming to our school without EHCPs

Further development

- Embedding high quality first teaching through development of differentiation and targeting specific needs in teaching and planning and the use of the Essex Provision Guidance Toolkit.
- Developing one planning throughout the school to ensure consistency for those children with a high level of need, but do not have a statement or EHC Plan.
- Developing the input from children in one planning meetings to ensure they are able to share their hopes, aspirations and views in a manner which best suits them.

Complaints

We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlined in our complaints policy should be followed. This can be found on our website.

