

Rokesly Junior School SEND Information Report



Ratified: Autumn 2021

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Review: Autumn 2022

Persons responsible for review: Inclusion Manager

About this Information Report:

Welcome to our SEN information report. At Rokesly Junior School, we embrace the fact that every child is different. This report aims to answer some of the most frequently asked questions about how we identify and meet the needs of our children. If you need further information do not hesitate to contact your child's class teacher or our Inclusion Manager, Julie Gilmore. The school telephone number is 0208 348 0290.

The current version of this report was written in October 2020 and has been updated and reviewed annually to reflect any changes in policy. It will next be reviewed fully in December 2022.

1. What does SEND mean?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows: 'A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they have:

- a) a significantly greater difficulty in learning than the majority of others the same age,
- b) a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.'

2. What kinds of SEN does Rokesly Junior School welcome?

Rokesly Junior School is a mainstream school that welcomes children and young people with SEND in one or more of the following areas:

- **Communication and interaction**
Speech, language and communication needs (SLCN)
Social, Communication Difficulties
Autism Spectrum Disorder (ASD)
- **Cognition and learning**
Specific learning difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia
Moderate learning difficulties (MLD),
Severe learning difficulties (SLD) and global developmental delay.
- **Social, emotional and mental health difficulties (SEMH)**
Attention deficit hyperactive disorder (ADHD)
Attention Deficit Disorder (ADD)
Depression
Eating disorders
Attachment disorder

- **Sensory and/or physical needs**

Vision impairment (VI)

Hearing impairment (HI)

Multi-sensory impairment (MSI) epilepsy, sensory processing disorder

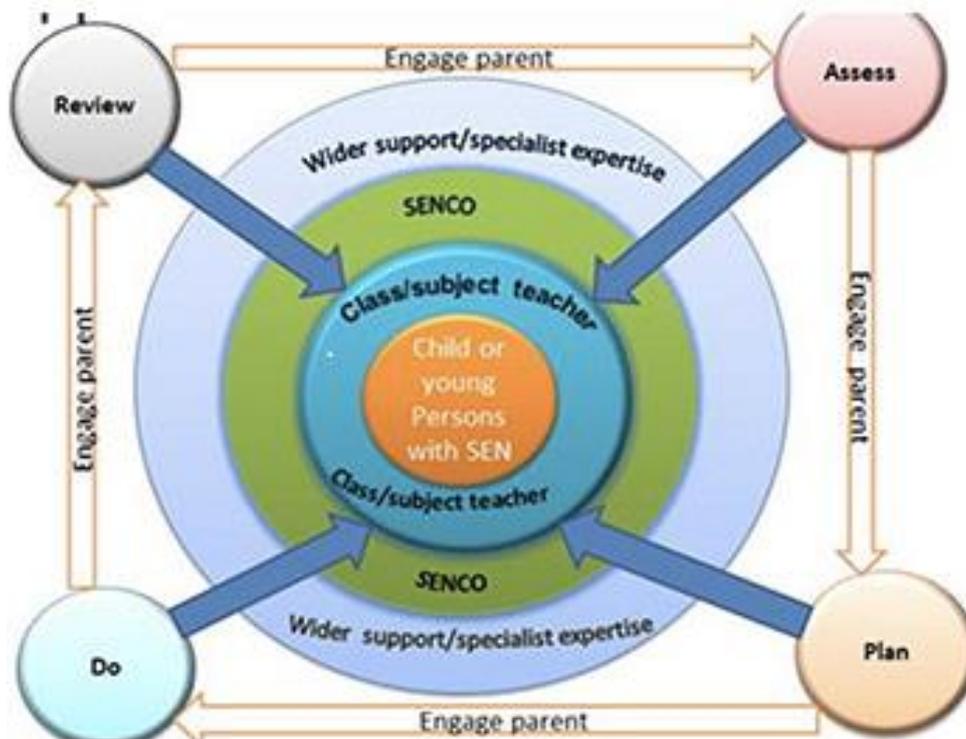
- **Medical needs**

Where children have medical needs and SEN we will plan and deliver education provision in a co-ordinated way, with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHCE curriculum to support this development. In addition to this we have two ELSA teaching assistants who work to provide support in terms of emotional literacy.

3. What is the school's policy for the identification and assessment of children with SEND?

We follow a graduated approach to assessing a child's needs, planning and implementing support and reviewing the impact of the support.



- All of our teachers teach children with SEND
- All of our staff recognise the importance of identifying SEND early and making effective provision
- All our staff have high expectations for all children
- The identification and assessment of pupils with SEND is built into the school's approach to monitoring the progress of all pupils.
- We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information we have received from their previous setting.
- Where children already have their SEND diagnosed or identified we will work closely with the family and other agencies. Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress.

This helps us to see any pupils whose progress is:

- significantly slower than that of their peers starting from the same baseline
- less than expected progress
- failing to close the attainment gap between the child and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place.

If their progress continues to be slower than expected the teacher will work with the family and the Inclusion Manager to carry out a clear analysis of the child's needs and identify if they need additional support.

4. What information is taken into account when considering if a child needs SEN support?

- the child's previous progress and attainment
- the teacher's assessment and experience of the child
- the child's development in comparison to their peers and national data
- the child's own views
- information gathered from the parent/carer
- advice from external support services where appropriate

5. What are the school's policies for making provision for children with SEND, whether or not pupils have Education Health and Care Plans?

We aim to meet the needs of children with SEND through high quality teaching.

This may require:

- the teachers to adapt what they do
- the teachers to use different approaches to meet different learning styles
- a personalised learning arrangement
- what to do. specific school based interventions to support their learning

If a child is identified as having SEND their teacher and the Inclusion Manager will consider everything known about the individual to determine the support required. Where provision for SEND is needed, we work with child, teachers and their families to plan

6. How does the school train staff to support pupils with SEND?

At Rokesly Junior School we value Continuous Provisional Development. Each year we have five training days which are designed to keep all staff up to date with new initiatives in education. We adopt a whole school approach to training. We believe what is good practice for our children with SEND is also valuable for all our children. As a school we ensure that staff receive ongoing training according to identified need. In addition, we buy into the training provided by The Haringey Learning Partnership.

7. How does the school secure equipment and adapt facilities to support the children and young people with SEND?

At Rokesly we understand the value of adapting and scaffolding for individuals that need it. Part of the school's budget is ring fenced, to be used to support pupils with special educational needs and disabilities. This money is used to buy screenings and assessment packages to help us to identify particular areas of needs, intervention programs, fund extra adult support and buy in specialist advisors.

There may be occasions where we feel we are not able to meet a child's needs solely from our own funds and we will apply to the local authority for additional funding in order to help us meet their needs,

8. How does the school evaluate the effectiveness of its provision for SEN?

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning.

High quality teaching is the most important factor in ensuring all children make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best. We check the effectiveness of our SEND provision by checking individual progress and to see if agreed goals and outcomes for a child are being met.

We use our school data to review and monitor individual progress. Both the attainment and the progress of children with SEND are monitored through this system.

The teachers work with The Inclusion Manager, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

The Inclusion Manager and the Headteacher report to Governors on the quality of SEND provision and the progress towards outcomes being made by children.

9. What are the school's arrangements for assessing and reviewing the progress towards outcomes of pupils with SEN?

All children's progress is reviewed regularly and this information is shared with both parents and the child. Where a child is receiving SEN support we give feedback to parents. If we have specific concerns we contact parents and invite them into school. Reviews are usually led by the Inclusion Manager. Reviews can involve the child, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- review the child's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the child, the school and the local authority.

Some of the strategies we use to evaluate the effectiveness of the provision are:

- Standardised assessments i.e. Puma and Pira
- Target tracker (to track progress)
- Termly pupil progress review meetings
- Intervention tracking
- Lesson observations
- Learning Walks
- Book Looks
- SEN review weeks
- Annual Reviews

10. What is the school's approach to teaching pupils with SEN?

Assess/plan/do/review

All children, including those with SEND, have access to a broad and balanced curriculum and high quality teaching provided by child's class teacher. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets to encourage children to aim high. Teachers plan their lessons with the SEND of children in mind, which means that most children with SEND will be able to study the full national curriculum along with their peers.

Teaching staff always aim to match the work given to each child with their ability. Teaching Assistants may be directed to work with children, in pairs or small groups and sometimes individually.

We are careful to avoid the over reliance of individual support for children as evidence shows that in many cases this prevents them becoming independent learners.

We ensure that through provision of Continued Professional Development and Training opportunities, staff will acquire the skills and knowledge to deliver the interventions that individuals need.

11. How does the school adapt the curriculum and learning environment for pupils with SEN?

We are committed to meeting the needs of all children including those with SEND. We make all reasonable adaptations to the curriculum and the learning environment to make sure that children with SEND are not at a substantial disadvantage compared with their peers.

We work closely with families to work out what children might need before they start with us, and what adjustments we might need to be make. Teachers will be supported by the Inclusion Manager to assess, plan and adapt the curriculum to meet the needs of children with SEND. This may also involve working with outside professionals. For example, we might need to:

- Provide visual resources to support learning
- Rearrange the layout of the classroom
- Buy specialist ICT software
- Specialist resources to support individual pupils

12. What additional support for learning is available to pupils with SEND?

The school organises the additional support for learning into 3 different levels:

Universal: describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing scaffolded work and creating an inclusive learning environment.

Targeted: describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. These interventions are often targeted at a group of pupils with similar needs.

Specialist: describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential.

13. What extra-curricular activities are available for children with SEND?

Our school has extra-curricular activities including sports clubs, dance clubs and arts and crafts.

We try to make sure that children with SEND can engage in these activities alongside those who do not have SEND.

The school also provides opportunities for children to go swimming on a termly basis, on school trips and there is an annual residential trip to Pendarren for year 6 children. We will involve parents of children with SEND in the planning of school trips and residential visits to assess the benefits and risks and identify how the needs of individuals can be best met.

14. What provision is available to support children with SEND?

School Provision:

- Wide range of Literacy and Numeracy small group interventions delivered by teaching assistants and teachers.
- ELSA TAs to support emotional wellbeing needs
- ICT support in the form of reading, phonic and maths programmes
- Teaching assistants offering social skills support including ELSA

Equipment available in our school for specific children to access at specific times include:

- Communication books
- Devices for additional recording e.g chrome books, laptops, cameras
- SEND software
- Visual timetables
- Sensory resources

Local authority provision:

- Language Team support
- Autism Team support
- Educational Psychology service

Health provision:

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

15. What are the arrangements for consulting and involving parents of children with SEND in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- parent's evenings
- commenting and contributing to assessment, planning and reviews

If a child has an Education, Health and Care plan we will discuss their progress with parents every term and have a formal review annually.

Specific support to help support a child at home will include:

- Meetings with teachers and the Inclusion Manager to discuss progress and support including ideas for home.
- Parents workshops/meetings

16. What are the arrangements for consulting and involving children with SEND in their education?

Engaging all children as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All children are consulted about their learning and how they feel about their progress. Where children have SEND, we will take extra care to involve them and make sure their voice is heard. We ensure that children with SEND are included and represented in the groups and activities that we have set up to listen to their views and involve them in decision making.

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include children with SEND in planning how best to support them, and in reviewing their progress.

17. How does the school involve others in meeting the needs of children with SEND and in supporting their families?

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, we seek advice and support from specialists from outside agencies. We always involve parents in any decision to involve specialists.

The Inclusion Manager usually coordinates the contact and works with these outside agencies. We use other agencies outside of the school to:

- help us train staff e.g. dyslexia awareness, autism awareness
- get more specialised advice e.g. advice on hearing impairment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

18. Where can I find more information and support in Haringey about SEND services and the Local Offer.

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining and interpreting
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Haringey Local Offer: www.haringey.gov.uk/localoffer

The Parent Partnership Service – Markfield gives free impartial information, advice and guidance about services for children, young people and families.

Email: enquiries@markfield.org.uk

Website: www.markfield.org.uk Telephone: 0208 800 4134

This service offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

19. What are the school's arrangements for supporting children with SEND when they join the school, and supporting them to move to secondary school / further education?

Preparing for next steps Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

We select children in the Autumn term that we feel will benefit from extra targeted secondary transfer lessons and we deliver a program of practical small group lessons to help prepare pupils to be secondary ready.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEND will be planned according to individual need.

Transition guide table:

	Additional arrangements for children with SEN
Transfer from Rokesly Infant School	<ul style="list-style-type: none"> • Transition meeting is held in the Autumn term of Year 2 • Transition meeting held between the Inclusion Manager and SENCo in both schools to share information • Swift transfer of records
When moving to another school	<ul style="list-style-type: none"> • We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals. • Swift transfer of records • Transition meeting with the new setting when possible
When moving classes in school	<ul style="list-style-type: none"> • Transition meetings are held within school with the new class teacher.
Primary to secondary transition	<ul style="list-style-type: none"> • Swift transfer of records • Year 5 annual reviews planning meeting • During Year 6 the Inclusion Manager liaises with the SENCO in the new school • Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex
Pupil being admitted from another school	<ul style="list-style-type: none"> • Inclusion Manager will meet with parents prior to pupils starting school • Records will be transferred from previous school

	<ul style="list-style-type: none">• Class teachers of children joining from other schools will receive information from the previous school• If required the Inclusion Manager will contact previous school to discuss individual pupil's needs.
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20. What are the arrangements for parents raising concerns and making a complaint about the SEN provision at the school?

We encourage parents to contact the school about their concerns, as soon as possible. If you have something to ask us or tell us, please contact the class teacher or the Inclusion Manager.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the inclusion manager
- the head teacher
- the SEND Governor (Kerree Ahern)

Further information about our complaints procedure can be found on our school website.

Further information on local support for families of children with SEND can be found on Haringey's website www.haringey.gov.uk