

## Harewood Junior School SEN Information Report January 2024

We are a mainstream junior school with a strong commitment to Inclusion and Equal Opportunities. This was recognised during our last Ofsted inspection (November 2018), where the report commented that the school had *"an uncompromising commitment to including pupils and meeting their academic and personal needs equally and effectively."* We currently support pupils across all 4 areas of need as laid out in the SEND Code of Practice: cognition and learning; communication and interaction; social, emotional and mental health; and physical and / or sensory (including hearing / visual impairment and medical conditions).

There are currently 356 children en roll with 83 children on the school's SEND register (December 2023 data), - this is 23.3% of the total school population. A large number of children are identified as having cognition and learning needs upon entry point to our school currently. The national data for children with SEN is 17.3% (13.0% SEN Support, 4.3% EHCP) of the school population (based on DFE National Statistics June 2023). We are therefore 6% higher than the national picture in this regard (although the percentage of EHCPs are largely in line with national figures), and the staffing structure of the school reflects this.

The school has been accredited with the following awards in recognition of its commitment to inclusion and improving the wider outcomes of its pupils: Achievement For All Lead School status; Gloucestershire Autism Inclusion Quality Mark (Advisory Teaching Service); Mental Health Champions Award (GHLL); and Silver Sports Mark Award.

This SEND Information report, along with the school's SEND policy, has been prepared by the Assistant Headteacher (Inclusion) in consultation with the Headteacher, teaching and support staff and governors. Prior to its initial development, parents' views were sought through the school's parent forum. This report should be read alongside the school's SEND policy and the School's Local Offer of Early Help leaflet.

We hope the following information will explain the SEND provision at our school. If you require further information, please contact the school office on 01452 525364 who will be able to put you in touch with either:

Mrs. Rebecca Wood, the Assistant Headteacher (Inclusion) who also undertakes the role of SENDCo and holds the NASENCo award.

Mrs. Andrea Mills, Headteacher.

The Governor with responsibility for Inclusion is Mrs. Lynne Jones.

## **How do we identify SEND?**

The school's Assistant Headteacher (Inclusion) is responsible for working with class teachers, children and their families as well as other professionals to ensure that pupils' special educational needs are identified and met as fully as possible.

There are a number of ways in which we identify those pupils who need extra support. In the summer term, class teachers, the school Family Learning Coordinator, the Assistant Headteacher (Inclusion) and the headteacher each met with their counterparts from Harewood Infant School to discuss upcoming Year 2 pupils and their needs. The Assistant Headteacher (Inclusion) and / or Headteacher also attend any multi-agency meetings they receive invitations to, and collect SEND records about children who will be joining the school. In September, the new Year 3 pupils are further assessed to identify any other children who might need support.

Where pupils joined the school at other times, or into other year groups, class teachers and the Assistant Headteacher (Inclusion) check records from the child's previous school to see whether any SEN had been identified. We may also carry out screening tests and / or classroom observations at the request of parents or external professionals who have expressed concern about a child's learning or development.

School also has a programme of half termly pupil progress meetings between class teachers, the Headteacher and the Assistant Headteacher (Inclusion) to discuss the progress of all pupils. In these meetings, every child's progress is monitored; children who are making slow progress or have gaps in their knowledge are identified for support; and the impact of current interventions is discussed and evaluated. Children's attainment and progress is formally assessed 3 times throughout each academic year.

## **What should parents/carers do if they think their child has SEND? How can they raise concerns?**

If you have concerns about your child with regards to possible SEND you should discuss this with your child's class teacher in the first instance. They will be able to discuss your child's attainment and progress with you as well as outline the Quality First Teaching approaches that are being used to support your child in school, and any possible intervention and classroom adaptations that could be implemented in the first instance.

If concerns persist, the class teacher may raise these concerns with the Assistant Headteacher (Inclusion) who will be able to discuss these concerns with yourself and the class teacher as part of a Structured Conversation.

If ultimately it is agreed that your child has an identified special educational need then they will be added to the school's SEND register and a My Plan written.

### **What does the Graduated Pathway of ‘Assess, Plan, Do, Review’ look like?**

We follow Gloucestershire’s Graduated Pathway of ‘Assess, Plan, Do, Review’ Each child with identified SEND has a personal My Plan document drawn up, which details needs, desired short-term outcomes, planned actions and the resources/staff that will be used to support them. After a period of no longer than a term, the child is assessed to see how much progress has been made towards the outcomes. Where relevant, progress is measured using standardised tests. The results are discussed with the child at the time, and with parents/carers at the next Structured Conversation meeting, when the child and parents can take an active role in planning next steps.

Where a child has complex needs and several agencies are involved, a My Assessment may be written. This document brings together much more detailed information about a child’s wider circumstances and needs. This enables school staff, with parents/carers, and at times other professionals, to identify desired outcomes for the child that are not just educational, but may also include health and social care needs too. A My Assessment is written by a key worker, usually the Assistant Headteacher (Inclusion) or school’s Family Learning Coordinator, in conjunction with the child’s parents/carers. At this point the child will be progressed to a My Plan Plus and this information will be shared with the Local Authority, with parental consent.

If the child still does not make the expected progress in spite of high quality targeted intervention over time; their needs are complex; and school are having to provide a high level of 1:1 support and/or resourcing to meet their needs, the school, in consultation with parents/carers, may consider requesting an Education, Health and Care Needs Assessment. An EHC needs assessment will involve sending evidence to the Local Authority of the actions that have been taken by school to support the child already. It will also include reports from the school, parents and any external professionals that have been involved with the child to fully identify the child’s needs and plan the desired outcomes. If the application is successful, the Local Authority will produce the EHC Plan and consult with school(s) to ensure that the child’s needs can be met.

### **How will school include parents and pupils in planning support?**

We follow Gloucestershire’s Graduated Pathway of ‘Assess, Plan, Do, Review’ and partnership with parents / carers, as well as including the child’s voice is an integral part of this.

Each child’s My Plan is reviewed 3 times per year by the class teacher and Assistant Headteacher (Inclusion) during a Structured conversation meeting to which the child’s parent/carer is invited. The meetings offer time for all parties to reflect on what has gone well and to share views on the child’s progress, educational needs and any barriers to learning. These meetings also allow parents/carers and staff to identify desirable outcomes for the child and to plan for how everyone can work together to support the child’s progress. These discussions are then reflected in the child’s new My Plan which is shared with everyone attending the meeting and working with the child. Structured Conversation meetings may either be held in school or virtually on a rolling program.

For those children with an Education, Health and Care Plan (EHCP), a review meeting will also be held annually with school staff, parents/carers and any external professionals working with the child. The child’s views are always collected ahead of the meeting, and they are also invited to attend part of the review meeting too.

All children who are on the school's SEND register have their views collected annually through the completion of their My Profile document. The children write their My Profiles, in conjunction with staff, and are given opportunity to express their hopes for the future, what they feel others like and admire about them, what helps them and what doesn't. The My Profile is shared with all relevant staff working with the child, and the child's views are considered when setting new outcomes during My Plan, My Plan Plus and EHCP reviews.

### **How will our school teach and support pupils with SEND?**

Class teachers have the highest possible expectations for your child and teaching is based on building on what your child already knows, can do and can understand. The main approach to meeting the needs of children with SEND in school is through Quality First teaching in class and the adoption of the Education Endowment Foundation's 5 A Day approach which includes explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the use of technology. Class teachers also use a range of Adaptive Approaches in class too depending on the specific needs of the individual child e.g. use of additional visual or concrete resources, access to equipment such as pencil grips, writing slopes or enlarged texts.

Class teachers work closely with the Assistant Headteacher (Inclusion), and where appropriate external professionals, to map out the needs of pupils and plan the necessary resources and support needed. At times additional intervention, either 1:1 or as part of a small group, may be required (these are outlined in the child's My Plan). A variety of interventions are used in school, a flavour of which include: 1:1 reading using the Rhino readers scheme, small group Twinkl Codebreakers phonics intervention, pre / post teaching of maths concepts or new vocabulary, small group spelling intervention, Language for Thinking / Language for Behaviour and Emotions intervention (either small group or 1:1), 1:1 precision teaching, small group LDA Reading comprehension intervention, small group FIZZY approaches, small group Social Skills support and reduced class sizes in Year 6 for maths lessons. Teaching assistants also work closely with the Assistant Headteacher (Inclusion) and are often deployed to help the class teacher support the learning needs of pupils in class, as well as delivering 1:1 and small group interventions.

Access arrangements for statutory testing is assessed on an individual basis and is determined by the child's identified needs and their usual way of working within school (as identified on their My Plan or EHCP).

### **How will the effectiveness of this SEND provision be assessed?**

In addition to formal assessments 3 times per year, class teachers continually assess the attainment and progress of the children. Each child's attainment and progress is scrutinised and discussed by class teachers, the Headteacher and Assistant Headteacher (Inclusion) during the half termly Pupil Progress meetings. Children's attainment and progress towards their My Plan outcomes are also shared and discussed with parents/carers during regular Structured Conversation meetings. Parents also receive termly reports on their child's progress in school.

Individual interventions (both 1:1 and small group) are reviewed regularly in terms of their effectiveness by the Assistant Headteacher (Inclusion) and changes are made to provision, as appropriate. The Assistant Headteacher (Inclusion) also completes a rolling program of observations and performance management of the Teaching Assistant team to help assess the impact of interventions on pupil's progress and attainment.

### **What is the school's pastoral offer to support children's Social, Emotional and Mental Health?**

We have a team approach to supporting our children and families, both within school and working with external agencies. Our pastoral team, consisting of the Headteacher, Assistant Headteacher (Inclusion), Family Learning Coordinator and Pastoral Teaching Assistant liaise regularly to plan support - this has included:

- Individual work for children who have experienced bereavement, anxiety, family breakdowns, friendship issues, eating disorders, low self-esteem and other social, emotional and mental health difficulties
- Play Therapy – specialist commissioned provision
- Gloucestershire Play Rangers nurture intervention
- Change for Life club
- Group work e.g. Keeping Myself Safe, Social Skills
- Time out For Parents (accredited parenting course); CAP money course; Counting Sleep Project.
- Referrals to Young Minds Matters for low level Cognitive Behavioural Therapy
- 1:1 Therapeutic Play intervention
- 1:1 mentoring for our Children in Care.

Our pupils know that there are a number of adults in school with whom they can talk, including the teachers and teaching assistants in their year group, the school's Family Learning Coordinator, Pastoral Teaching Assistant, Assistant Headteacher (Inclusion) and the Headteacher. There are 'Worry Wallets' in school which are regularly checked by our family Learning Coordinator and Pastoral Teaching Assistant (for further information see Harewood Junior School's Local Offer of Early Help leaflet).

In accordance with our clear Anti-bullying Policy, we work regularly with all children, through PHSE lessons and assemblies to ensure that our pupils understand the signs of bullying and know what they can do if they have or witness a problem. All reports of bullying are taken seriously, with support for the victim, but also support for the perpetrator to change their behaviour. The school adopts Restorative Practice, and is continually strengthening its approaches to building, maintaining and repairing any harm to relationships across all levels in school.

### **How do we support children at transition points?**

In the summer term, key staff gather information from Harewood Infant School about the pupils due to join us by meeting with infant school staff; sharing information and attending multi-agency meetings. Both parents and pupils in year 2 are given opportunities to visit the school and there are extra visits for some pupils to help them familiarise themselves with their new school.

Similar arrangements are made for our year 6 pupils moving on to secondary school. A series of transition meetings are arranged so that parents/carers of pupils with SEND, and pupils themselves, can meet with the secondary school SENDCo alongside the current Assistant headteacher (Inclusion), class teacher and other relevant professionals. Extra visits are also arranged for some pupils to their chosen secondary school. Both children and parents were provided with literature produced by school, to better inform and support them with this transition process.

We have developed strong working relationships with staff in other schools and this has enabled us to continue joint working to support children through any school transition periods.

Staff members meet to share information at the end of each academic year to support the transition between year groups for those children with SEND. During these meetings My Profiles, My Plans and any EHCPs are shared and discussed, and class SEND files are passed on to the new teacher in order to help them plan for their new class in September.

### **How do we ensure that pupils with identified SEND and medical needs are included alongside their peers?**

The Headteacher is responsible for admission arrangements which accord with the national and local admissions code. Children with identified special educational needs or disabilities, whether or not they have an EHC Plan, are treated in the same way as all other applicants, on the basis of the school's admissions criteria. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. Admission for children with EHCPs is managed by the SEN Casework team rather than by the school or Co-ordinated Admissions Team at GCC and they will consult with the Headteacher as to whether the school is able to meet the child's needs with reasonable adjustments.

We want all of our pupils to have access to the range of facilities and activities available in school and we make every effort to make any necessary reasonable adjustments to ensure this happens. This may involve providing an extra adult to support the child, or using alternative or additional equipment/resources such as modified chairs, writing slopes or personal workstations. A variety of flexible groupings are adopted to ensure pupils with SEND have the opportunity to work with a range of their peers. A range of extracurricular clubs are also available for pupils in school - this is in addition to targeted clubs for identified children such as Play Nurture, Change for Life, and Cookery workshops.

Risk assessments are carried out prior to any off site activity to identify any measures that may need to be taken to ensure safe participation of pupils, including those with SEND and medical conditions.

We recognise that pupils at school with medical conditions should be appropriately supported so that they are able to access their education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010. When a pupil with medical needs joins the school we will liaise with the previous school and medical staff working with the child to ensure a good understanding of, and thorough planning to meet, the child's needs. An Individual Healthcare Plan will be drawn up by the Headteacher in consultation with health professionals, the Assistant Headteacher (Inclusion) and parents/carers. This will be reviewed at least annually, and sooner if the child's needs change. See also the school's Policy for Supporting Children with Medical Conditions.

Where personal care is needed, a Personal Care Plan has been drawn up by the Headteacher, in consultation with the child's parent / carer, and the member of staff identified to provide the personal care. Where appropriate, advice is sought from relevant external professionals, including those from education, health and social care.

### **What expertise does our school and our staff have in relation to SEND? Which external agencies does school work with?**

All teachers at Harewood Junior School are teachers of pupils with SEND and a programme of continuous professional development for both teachers and teaching assistants is in place. Recent training of note over the last academic year includes:

- Relevant whole staff training: Supporting children's language development (Cathy Shilling, Speech Den); Implementation of Education Endowment Foundation's '5 A Day' approach to Quality First Teaching; reintroduction of termly Restorative circles for year group staff; Acceptance and Commitment Therapy training (Kate Billington, Educational Psychologist); ITC Level 3 Emergency First Aid for schools and Colleges requalification; GSCP Child Protection Training for Educational Settings; Twinkl Phonics training; AET Autism and Anxiety (ATS); and Inclusive Classroom Strategies to Support SEMH (ATS).
- Assistant Headteacher (Inclusion) specific training: Virtual School webinar (Lindsay Evans); completion of DfE senior Leaders mental Health training; regular GCC SENDCo briefings and cluster meetings; GSP SEND Information Session (Jen Edwards); GSCP KCSiE updates webinar; Dyslexia Awareness training (CPD Online College); Strengthening Parents' Relationships – Practitioner Training (Early Help Team).
- TA team specific training in the following areas: Implementation of Education Endowment Foundation's '5 A Day' approach to Quality First Teaching; the use of Emotions Scales; SaLT CPD to deliver specific 1:1 Interventions; ATS 'Use of positive language to address SEMH needs' (T. Palmer, A. Trigg, S. Langley); ATS 'Self-esteem and Confidence Building' training (P.Hughes); whole school approaches to reading and phonics training.
- Pastoral team specific training: Can't learn, won't learn - Online Training Ltd (A. Fogg), GCC Team around the Family training (A. Fogg), GHLL Facts for life- Pastoral resources (A. Fogg),

Diploma in therapeutic parenting- COECT (A. Fogg), Safeguarding Training- Child Protection Inter-agency CPIA Level 3 (A. Fogg), Certificate in Therapeutic Play PTUK and APAC (B. Jones), Lego Therabuild (B. Jones).

- Reading audit from the Literacy Hub resulting in whole staff phonics training; implementation of more structured whole class phonics teaching in Year 3 during the Autumn term; the implementation of a daily Twinkl's new 'Code breaker' phonics intervention in year 3 as well as replenishment of books in the Rhino Readers scheme and trial of 'Top Cats 7+' reading scheme in upper school.

Relevant school staff also make referrals to, and work in conjunction with, a range of external agencies and professionals who include Educational Psychologists, Advisory Teachers, Early Help Coordinators, Speech and Language Therapists, Occupational Therapists, Paediatricians, members of the SCAAS pathway team, Social Workers, CAMHS clinicians, the school nursing team, Family Support Workers, The Virtual School (for children in care), Social Workers, Young Minds Matter as well as various charities including Winston's Wish and Barnardo's. School have also commissioned external providers such as Play Gloucestershire and Sally O'Hare (private Autism consultant).

Our Headteacher and Assistant Headteacher (Inclusion) have also contributed to the professional development of educational professionals in other settings e.g. through GSP meetings, lecturing at the University of Gloucestershire and working as part of the Advisory Teaching Service.

We have also worked with our School Improvement Advisor and Inclusion Governor to ensure that our provision and procedures are the best they can be.

### **Who can you contact for more information?**

Special Educational Needs and Disability Information Advice and Support Service (SENDIASS Gloucestershire) provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old.

<http://sendiassglos.org.uk/>

**The family Information Service (FIS)** [www.gloucestershire.gov.uk/fis](http://www.gloucestershire.gov.uk/fis)

**Glofamilies Directory** [www.glofamiliesdirectory.org.uk](http://www.glofamiliesdirectory.org.uk)

**The Local Offer** [www.glofamiliesdirectory.org.uk](http://www.glofamiliesdirectory.org.uk)

### **What can you do if you have a concern or are not happy?**



Most concerns can be addressed through discussion with your child's class teacher or the Assistant Headteacher (Inclusion); however parents can follow the school's complaints procedures included in our Keeping Parents Informed and Dealing with Concerns policy.

Linked documents:

- School's SEND Policy
- Harewood Junior School's Local Offer of Early Help leaflet
- School's Annual Pupil Premium Report
- School's Policy for Supporting Children with Medical Conditions.
- School's Anti-Bullying Policy