

School SEND Information Report

What is the Local Authority Local Offer?

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is called the '**Local Offer**'.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision in the local area.

The current link to the LA Local Offer website can be found at:

www.countydurhamfamilies.info/localoffer

General Information

Welcome to our SEND information page. Hopefully you will find everything that you need.

At Consett Junior School we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

At Consett Junior School we have appointed a Designated Teacher for Looked after Children who works closely with the SENCO to ensure all teachers in school understand the implications for those children who are looked after and have SEN.

At Consett Junior School we ensure that all pupils, regardless of their specific needs make the best possible progress.

There are now four broad areas of SEND, these are:

- **Communication and Interaction**
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn

- **Sensory and/or Physical Difficulties**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

School Admissions

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure any the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by Durham County Council.

LA Admissions website

<http://www.durham.gov.uk/schooladmissions>

Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEN

Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Key Policies

All of our school policies can be found on the website but the most important ones for parents of children with SEND are listed below:

[SEND Policy](#)

[Equality Policy, Statement and Objectives](#)
[Accessibility Plan](#)

[Anti-Bullying Policy](#)

[Behaviour Policy](#)

[Medical Needs policy](#)

Contacts

The following are the main contacts for Special Educational Needs and Disability at Consett Junior School:

Mrs Amy Willmot is the Head Teacher

Rev. Val Shedden is our designated SEN Governor:

Miss Rebecca Waters is our designated Special Educational Needs Coordinator. It is the SENCO's job to:

1. Oversee the day-to-day operation of the school's SEN policy
2. Liaise with the relevant Designated Teacher where a looked after pupil has SEN
3. Advise teachers on using a graduated approach to providing SEN support
4. Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
5. Liaise with parents/carers of pupils with SEN
6. Liaise with and be a key point of contact for external agencies
7. Ensure that the school keeps the records of all SEN pupils up to date
8. Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements by phoning the school on 01207 504431 or sending an email to:
consettjunior@durhamlearning.net

Pastoral, Medical and Social Support

Consett Junior School should describe the arrangements for supporting children and young people with pastoral, medical and social needs.

Statement of Intent for Promoting Equality

At Consett Junior School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

Consett Junior School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

Types of SEND at the School

At Consett Junior School, we have experience of supporting children and young people with a wide range of need including:

We support children with a variety of learning difficulties within school, seeking external advice and support when necessary.

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Children with SEN

Consultation with Children and Young People with SEND

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with the class teacher/SENCO.

The children have regular meetings with support staff to discuss their progress and support. Representatives from each class have the opportunity to be involved with the School Council and speak to the Headteacher or an appropriate member of staff, regarding a variety of issues.

Consultation with parents and carers of children and young people with SEND

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through a review of a child's SEN Support Plan or the Annual Review of their Statement of SEN or EHC Plan.

Finance

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body.

Full details about the way in which funding is allocated to schools for special educational needs provision can be found [here](#):

At Consett Junior School, our notional SEN budget amounts to £34,535.

This is used to support children and young people with SEND by:

- Employing extra support staff
- Resources to ensure children with a SEND have equal opportunities.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

A Costed Provision Map will be developed in liaison with the child, young person, parent or carer. An example of a costed provision map can be found [here](#):

Teaching, Learning and the Curriculum

At Consett Junior School we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

How we identify and assess children with special educational needs

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**.

At Consett Junior School we follow a graduated support approach which is called "**Assess, Plan, Do, Review**". This means that we will:

- ❖ **Assess** a child's special educational needs

- ❖ **Plan** the provision to meet your child's aspirations and agreed outcomes
- ❖ **Do** put the provision in place to meet those outcomes
- ❖ **Review** the support and progress

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the Local Offer website.

You can find details of how we adapt the curriculum and make it more accessible for pupils with SEN below:

- Quality First Teaching and what this means for your child.
- Specific group work.
- Specialist group support from outside agencies e.g. Speech and Language Therapy; Speech and Language work to improve Reading and Writing, Early intervention programme to build confidence, self esteem and peer group relationships.
- Specific individual support for children whose learning needs are severe, complex which may involve specialist provision.
- Range of teaching and learning styles to suit all aspects of how pupils learn.
- An engaging, innovative and supportive curriculum tailored to the needs of all pupils.
- Mentoring and Counselling, where necessary by school staff or through outside agencies.
- A broad range of extra-curricular activities, including homework club, booster classes, music groups, art club and a variety of sport and outdoor activities.
- Differentiated materials, where necessary.

Pupils who come to us with a specific learning difficulty, we discuss this with parents and provide the support that the school is able to offer, reviewing this termly and seeking the advice of outside agencies where necessary.

Assessment of SEN pupils

SEN Support children and EHCP pupils are assessed termly using PIVATS assessments and/or teacher assessment using levels and APS. These assessments are used to assist in the identification of clear targets to ensure progress.

Individual PIVATS assessment sheets are collated and kept in the child's SEN file.

Outside agency assessments are also an integral part of the assessment process and feed into teacher assessments.

Assessment may also include deciding when to exit children from the SEN Register. Those children who make two terms of sustained progress, narrowing the gap between where they

began working and where they are expected to be, will be removed from the SEN register. We will place them on a 'Monitor' status.

Children will sit statutory assessments and tests where appropriate and/or mandatory. Extra time can sometimes be offered, as can timed breaks or the offer of a 'reader' to support with the reading of papers. This may be agreed by looking at assessments and administering 'screening' to gain standardised scores that exempt children from specific activities or gain them concessions. All of this is carried out under strict guidelines set by DfE (Department for Education). The SENDCo and relevant staff (Year 6 staff) will administer any concession screening required.

Outside agencies

Other professionals are welcomed into school to provide advice and support. The SENCo will organise all visits with the professionals and will keep a record of dates and actions resulting from these visits. Reports will be copied for the class teacher and will be filed in individual pupil's files held by the SENCo.

The Local Authority publish a Local Offer. This outlines the additional support and expertise available through the Local Authority that can be accessed by parents and the school.

Resources for SEN/Adapting the Curriculum (Included in the School's Information Report)

- Staff may reduce the amount of language they use in the classroom.
- Staff may request and order specialist pieces of equipment (for example 'yorpencils' for children with Developmental Co-ordination Disorder or 'quiet tents' for children with a diagnosis of Autistic Spectrum Disorder)
- Recording of work may look different for SEN children. This may include:
 - Learning stories and photographs of activities/learning taking place.
 - Access to equipment such as easispeak microphones, cameras, digibluerecorders, ipads, Language Master recordings stuck into books.
 - Larger lines in books.
 - The use of a different pencil/pen to support hand grip.
- Classrooms use, and display, a visual timetable which may include Makaton signs and words.
- Staff may pre-teach any vocabulary prior to a lesson to enable children to follow the learning.
- Staff may provide a 'low arousal' work station or learning environment – lessening distractions.
- Classrooms have an alphabet strip available and word mats.
- Resources for pupils with special educational needs are regularly reviewed to ensure work can be differentiated to meet their needs.
- The SENCO will liaise very closely with the designated teacher for looked after children to ensure identified needs and outcomes are part of the child's personal education plan.

Staffing and any Specialist Qualifications/Expertise

- Name of SENCO: Rebecca Waters

External Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

Compliments and Complaints

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

Transition Arrangements

We recognize that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

How we will support children with SEND when they are moving on to another class or leaving this school:

Transfer to Secondary Education

- When a pupil with a statement of SEN or an EHCP is in Year 5, evidence will be gathered and a formal review held before the end of Year 5, to discuss the pupil's future placement.
- For pupils who are at Support Plan level in Year 6 – the SENCO of the receiving secondary school will be invited to attend a formal review in the Summer Term.

Transfer to other schools

All SEN records will be updated and passed to the pupil's new school.

Feedback

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience. We would also like your views about the content of our SEND Information Report.

