



Perryfields Junior School

Special Educational Needs and Disabilities (SEND)

Information Report

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At Perryfields, we foster an inclusive approach to education by ensuring that all pupils with SEND have access to a broad and balanced curriculum. There is a shared expectation that all pupils, regardless of their specific needs, will receive high quality teaching through the Perryfield pedagogy – which encompasses a mastery approach. This will enable them to fulfil their potential and leave them well prepared for the next stage of their education and beyond.

What kind of special educational provision is made at Perryfields Junior School?

Learning Difficulties and Disabilities

The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Through 'Quality First Teaching', children's needs are assessed, planned, implemented and reviewed. Teacher planning includes a graduated approach for children with SEND.

Within in each class children are ability grouped for English, Maths and other subjects as applicable. Learning Support Assistants (LSAs) and/or HigherLevel Teaching Assistants (HLTAs) are deployed to support all children as directed by the teacher. LSA's are also used to support children with special needs in a small group or 1:1.

Children who are finding some aspects of learning difficult despite high level adapted learning may be supported in a small group, or on a 1:1 basis, usually within the classroom, or withdrawn for short periods of time to work towards achieving specific objectives.

Intervention groups may run for small numbers of children who need additional support both those on the SEND register and those requiring additional support to meet their potential.

Depending on the nature of the child's difficulties, he or she may also be withdrawn from lessons for short periods of intensive specialised teaching. This will usually happen when:

- A child has an Education, Health and Care Plan (EHCP) or has been identified as having needs at the 'additional' level and needs time to work towards their specific targets.
- A child is following a short-term evidence-based intervention programme due to identification of a need to accelerate learning or target key skills.

Additional LSA's are deployed to specifically work with the very few children with EHCPs or statements, under the direction of the SENCO and class teacher.

Social, Emotional and Mental Health Difficulties

Children remain the responsibility of the class teacher and will receive a graduated approach to their school life depending on their need. For example, they may have additional resources to support them in the classroom such as, reward charts, timers, clear rules and routines, etc. A personalised approach to their learning may be required such as, exploring feelings, anger management, SMART Thinking. Some may also be on their own personalised behaviour management plan.

The school runs a "Nurture Mentoring programme" and there are two trained LSAs who are used to act as nurture mentors for the support of children with social, communication, interaction and emotional difficulties.

For children who need additional mentoring, a qualified, external counsellor is employed by the school to work with children as guided by the SENCO and Class Teachers. These children may have family issues, social and emotional difficulties, and communication and interaction difficulties.

Autism and Social Communication Difficulties

Children remain the responsibility of the class teacher and will receive a graduated approach to their school life depending on their need. For example, they may have additional resources to support them in the classroom such as, visual timetables, visual organisation prompts, now and next boards, tasks broken down into manageable steps, clear and precise language used, a variety of options for recording work, work stations, sensory analysis, weighted cushions, fiddle objects, etc. Some may attend individual, paired or small group out-of-class sessions to develop their social communication skills.

Speech, Language and Communication Difficulties

Children remain the responsibility of the class teacher and will receive a graduated approach to their school life depending on their need. For example, they may be pre-taught topic vocabulary, have tasks broken down into pictorial format, have word banks, use mind mapping techniques, etc. Some may attend group or individual out-of-class sessions to develop their speech, language and communication skills.

A speech and language therapist visits to assess and review cases.

	<p><u>Sensory, Physical and Neurological Difficulties</u></p> <p>Children remain the responsibility of the class teacher and will receive a graduated approach to their school life depending on their need. For example they may have increased opportunities to use ICT to record work, or use a scribe for some sessions. Time is allocated to children who have been assessed or supported by specialist services such as, Occupational Therapy and Physiotherapy, in order for advice to be implemented. The school would also put into place a programme of support as suggested by health.</p> <p>The school is fully accessible and has a disabled toilet. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.</p> <p>For children who have medical issues the school arranges meetings with the school nurse to complete Health Care Plans for children, including children with allergies, asthma, epilepsy and diabetes. On some occasions an LSA is employed to support the child in the management of their difficulties.</p> <p>Occasionally a child may visit outside therapy clinics in order to access specialised support. Permission is granted if access to this support will benefit the child in a school setting.</p> <p>The provisions listed are in place at present, but due to the ever changing needs of our children there may be additional support available that has not been covered in this document.</p>
<p>How are SEND professionals from outside of the school (External Agencies) involved?</p>	<p>Some children with particular difficulties are supported by the involvement of external agencies e.g. Educational Psychologists, Inclusion partners, Emotional Well-being and Mental Health Services, Paediatricians, GPs, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, School Nurses, Hospitals, Optometrists and other specific professionals. All may provide specialist assessments or advice on different strategies or materials.</p> <p>In discussion with the class teacher and family, the SENCo makes a referral to appropriate outside agencies. The SENCo liaises regularly with outside agencies as appropriate.</p>
<p>Are there any other Support Services that are readily available to</p>	<p>Yes. Perryfields Junior School offer the following to children whom may need it:</p> <p><u>1. Counselling</u></p>

Perryfields Junior School?

This service is commissioned through Butterfly Counselling and delivered in school so that there is minimum disruption to the education of the child or young person. Access to provision is by referral from the school.

Butterfly Counselling Service aims to support pupils to attend to their thoughts and feelings about past experiences and current relationships so they are not preoccupied with these when in school. They support children to develop alternative coping strategies that allow distress or difficult feelings to be shared, rather than acted out. They aim to engage parents/carers and school staff where they can and feedback any suggestions for supporting the child or young person at home or in class.

Counselling may be time limited (one term) or ongoing (usually a full academic year). The counsellor can advise school about the likely length of contract for each child but are asked to be mindful about the difference between time limited counselling (one term) and ongoing counselling (usually one academic year) and factor this into their expectations of the service and outcomes for children.

Before counselling can begin a parent or someone with parental responsibility needs to give consent. Usually the school obtains this; alternatively it can be obtained by the counsellor if parents/carers attend the assessment session.

2. Nurture Mentor Project

Our school has 2 Nurture Mentors who works on a one to one basis with selected children for one session every week. The support given depends on the needs of the child but the main aim of the support is to help to improve emotional and mental wellbeing. The impact of the intervention is closely monitored.

3. GROW - Primary

GROW project provides more specialised support than is normally available in a mainstream primary setting, through the delivery of high quality, enhanced early intervention specialist support for primary aged children with behaviour, emotional and/or social difficulties. This involves a secure carefully planned and structured learning experience to promote more positive behaviours for such children.

Newlands Spring school acts as the 'host' LDG school and the project is supported by Educational Psychologist (EP) professionals.

The unit is able to take up to 5 children at any one time for a fixed period of support. A normal period of support within the 'unit' would be 6-8 weeks per child following which, the child returns to their own school.

4. SENCO Cluster

A local schools' SENCo Cluster meets on a regular basis to offer support, guidance and advise in all aspects of the role and needs of the local schools.

<p>How does Perryfields Junior School identify, assess, provide provision and assess the effectiveness of support for children with SEND?</p>	<p><u>Current Identification And Assessment For Children Who Potentially Have SEND</u></p> <p>We know that not all children will progress at the same rate and that not all children falling behind their peers have SEN. The identification of SEN is built into the overall approach of monitoring the progress and development of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support. The pupil's response to such support may help identify their particular needs.</p> <p>Adequate progress includes progress which:</p> <ul style="list-style-type: none"> • is similar to that of peers starting from the same baseline; • matches or betters the child's previous rate of progress; • closes the attainment gap between the child and their peers; • prevents the attainment gap growing wider. <p>Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. If the answer is yes, the pupils will be put on the school SEND register at 'SEN Support'.</p> <p>Identification and Assessment includes:</p> <ul style="list-style-type: none"> • the use of high quality formative assessment, for example observation, looking at work and data • Summative assessment materials, for example reading, writing and maths assessment. <p>specialised assessments from external agencies and professionals</p> <p>School leaders and teaching staff, including the SENCO, will seek to identify any patterns in the identification of SEN both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.</p>
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Provision for Children at 'SEN Support'

1. **Quality First Teaching**, seeks to engage and support the learning of all children. Differentiation for individual pupils is the first step in responding to pupils who have SEND.

2. **A graduated approach** is then acted upon. This involves more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the child. The process is:

Assess – using the methods above.

Plan - the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge. A Personal Provision Plan will be put in to place.

Do - The teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review -The effectiveness of the support and the impact on the child's progress is reviewed in line with the agreed date. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil. Formal reviews with parents are conducted termly where a new provision plan for the child will be drawn-up.

3. Involving Specialists

We may involve specialists at any point to advise regarding early identification of SEN and effective support. When available we involve a specialist if a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite support. Parents are always part of this discussion.

Current Identification of Children who Need a Statutory Assessment

Perryfields Junior School will discuss requesting that the Local Authority (LA) initiate statutory assessment of the child's needs if:

	<ul style="list-style-type: none"> • Adequate progress has not been made despite provision of an individual programme and concentrated SEN Support, backed up by evidence. • A child is identified as demonstrating a significant cause for concern. <p>And;</p> <ul style="list-style-type: none"> • The child's needs cannot be met under the current resources available to the school. <p>The Code of Practice (2014) is used to ensure rigorous following of statutory procedures.</p> <p><u>Provision for Children with EHCPs or Statements</u> Any additional resources awarded through an EHCP or Statement will be allocated in discussion with teachers, parents, external agencies and LA representatives.</p> <p>Provision will take the Graduated Response format. In addition to the termly review meetings, an Annual Review will take place where all parties involved with the child, and the child, will be invited.</p>
What are the name and contact details of the SEN co-ordinator (SENCo)?	Our SENCo is Miss Cole, who has 3 days allocated for her SENCo duties. She can be contacted on the school telephone number (01245 250781) or through the school office.
What expertise and training does staff have in relation to children with SEND?	<p><u>Teachers and LSAs</u> We have a team of teachers and LSAs who have varying degrees of experience and expertise. They all take part in:</p> <ul style="list-style-type: none"> • In-school training in relation to SEND. • External training – identified through a needs-analysis, performance management procedures or area of need. • Weekly Team meetings in school led by the Senior Management Team. • Performance Management and Standards Meetings (termly). • Observations by the Senior Management Team while supporting or teaching in-class and during out of class interventions. • SENCo liaison meetings as necessary to discuss programmes, feedback on courses and SEN children. • Workshops to train new or less experienced Teachers or LSAs. • In school training is arranged for specific SEN topics and medical diagnosis, for LSA's, teachers and Mid-Day assistants

	<p>LSAs teach small focused groups for assistance with Maths and English. One trained LSA is used to act as mentor for the support of children with social, communication, interaction and emotional difficulties.</p> <p><u>SENCo</u> Our current SENCo:</p> <ul style="list-style-type: none"> • Is undertaking SEN National Award of Co-ordination regularly networking with other SENCOs • Attends SENCo cluster meetings, which are held for Secondary and Primary SENCOs from the Mid Essex Local Delivery Group, covering a range of SEN topics with speakers • Attends SENCo up-date meetings
What equipment and facilities does Perryfields Junior School have for children with SEND?	<p>Specialist resources are used to aid learning across the school. These include sand timers, behaviour charts with stickers and rewards, visual timetables, play leaders, left handed scissors, pencil grips, sit and move cushions, writing slopes, coloured overlays, a wide variety of ICT resources. The school is fully accessible and has a disabled toilet. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.</p> <p>All monies used for specialist equipment is utilised from the SEND budget or EHC plan allocated budget or from the pupil premium funds of SEND children.</p>
How Does Perryfields Junior School consult with parents of children with SEND?	<p>Termly meetings are arranged to review and update One Planning and distributed to parents. Parents are invited to make a contribution to the review.</p> <p>For some parents, regular structured conversations are offered to ensure good quality discussion between home and school.</p> <p>The SENCo regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents of children with an EHCP are invited to discuss their child's progress at the Annual Review. In Year 5 the amendment of the EHCP will be discussed ready for secondary school transition. Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review.</p> <p>Parents are invited to discuss arrangements with the Class Teacher and/or SENCo throughout the year by making an appointment at the school office.</p>
What are the arrangements for consulting	<p>Children on the SEND register are informed about their progress and next steps on a regular basis. Children are encouraged to think about their needs too and their views are added to the one plan document.</p>

<p>children with SEND and involving them in their education?</p>	<p>Annual review meetings are held for children with an EHCP to analyse outcomes and determine strategies to improve attainment. Children are invited to discuss their achievements during the Annual Review meeting.</p> <p>Rewards for achievement of targets and good conduct include stickers, Head teacher awards, house points, achievement certificates awarded in celebration assembly, certificates awarded for specific programmes.</p> <p>Children with SEND are given equal opportunities to participate in all school activities and roles of responsibility. In the past SEND children have been represented on the school council and are involved in enrichment days.</p>
<p>How are complaints dealt with?</p>	<p>The procedure for complaints is outlined in the School Complaints Policy on the website.</p>
<p>How can parents get the contact details of support services?</p>	<p>Specialist service contact details are available on the “Essex Local Offer” website: http://www.essexlocaloffer.org.uk</p>
<p>What are the school arrangements for supporting children transferring between infants to Perryfields Junior School or to secondary school?</p>	<p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM INFANTS TO THIS SCHOOL</u></p> <p>Where children are transferring from other setting, visits will be made to Perryfields Junior School. Parents are invited to attend meetings at our school throughout the year before their child attends our school. During the second half of the summer term, prior to the children attending our school, they will be invited to visit the school in order to familiarize themselves with the layout, staff and children. A class change over morning will also be arranged for a morning. The SENCo will meet / liaise with the SENCo of the previous infant school.</p> <p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS</u></p> <p>At the beginning of a new academic year, the SENCo will inform teachers and their LSAs about the SEND children in their class and provide them with the summer term’s targets and any other medical information. Relevant courses will also be arranged.</p> <p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PERRYFIELDS JUNIOR SCHOOL TO SECONDARY SCHOOL</u></p>

	<p>Where children are transferring to Secondary School, the SENCo will meet/liaise with SENCOs of each secondary school to transfer SEND information. All SEND school records will be passed on to secondary school. Close links are in place with our local secondary school, The Boswells School and The Beaulieu Park School. A SEN morning is set up in the summer term, where children with significant SEND needs are able to meet with other children with SEND at The Boswells and the LSAs. In addition to this, the SENCo arranges additional visits for those children with SEND who require it.</p> <p>Parents of children who have an EHCP/Statement are invited to discuss transitional provision with the potential secondary school at a Transitional Review.</p> <p>.</p>
Where can parents get Information on the local authority's local offer?	<p>The SEND Information Report – School Offer</p> <p>SEN Policy</p> <p>School website</p> <p>Essex Local Offer:- http://www.essexlocaloffer.org.uk/</p>