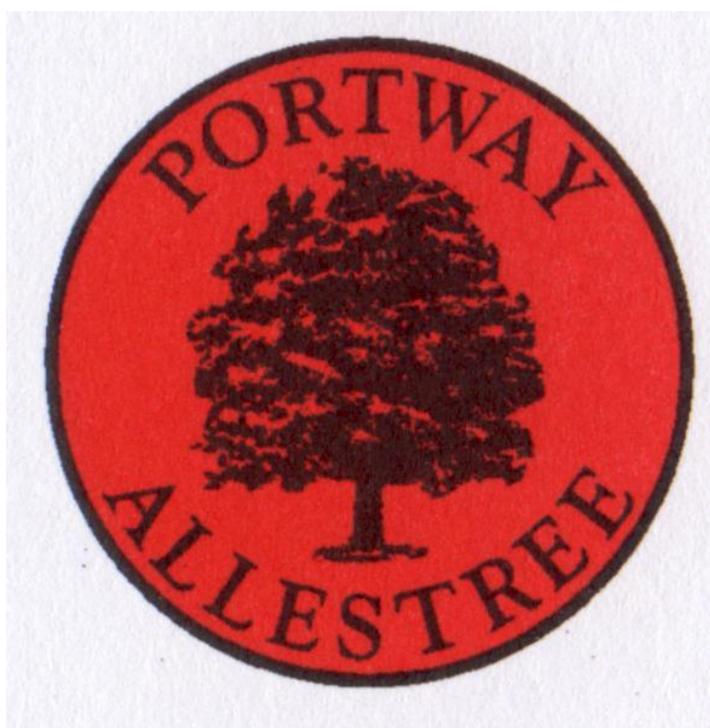


Portway Junior School

SEN&D School Information Report

September 2016



Derby City Council



This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement

“Aim High, Do your Best, Never stop Learning!”

Potway Junior School is an inclusive school where diversity is celebrated.

What is SEN&D and SEN&D support?

SEN&D stands for special needs and, or a disability.

The Code of Practice 2014 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.’

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school

Who are the best people to talk to at our school about my child's difficulties with learning / SEN&D?

The subject/ class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEN&D Policy is followed in their classroom.

SENCo – Fiona Marks, Portway Junior School, Allestree, Derby DE22 2GL 01332 550113

SEN&D Governor – Phil Butcher, Portway Junior School, Allestree, Derby DE22 2GL 01332 550113

Inclusions Officer – Karen O'Farrell, Portway Junior School, Allestree, Derby DE22 2GL 01332 550113

They are responsible for:

- developing and reviewing the school's SEN&D Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEN&D register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEN&D in the school to achieve the best possible progress.



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They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

The kinds of SEN&D provided for in our school are:

When identifying the nature of a CYP special educational needs, the four areas of need are taken into account are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that the CYP may need support in more than one of these areas.

How are CYP with SEN&D identified at our school?

Referring to the 'SEN&D code of practice: 0-25' 2014, a CYP has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Subject/ class teachers make regular assessments of progress for all CYP. From this, the school is able to identify CYP making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCo, and/or Inclusions officer and the class teacher to consider all the information gathered from within the school.

Parents/carers will be notified of the meeting, when the following will be discussed:

- the CYP areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning.

Where a CYP is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a four part cycle:

Assess _ an analysis of CYP need will be carried out by the subject teacher and SENCo.
Outside agencies may also be involved.

Plan – if the school decides to provide the CYP with SEN support parents/carers will be notified. All staff involved with the CYP will be informed.

Do – interventions/support will be delivered.

Review – the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the CYP and parents through this process.

Portway Junior School is a mainstream LA junior school in a suburb of Derby City, in an established residential area where the majority of housing is owner occupied. Most of the 326 children come from the immediate Allestree area and transfer from Portway Infant School, however, some travel from different parts of the city.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all CYP in their class.

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of CYP, including those with SEN&D. This includes whole school training on SEN&D issues.

- Teachers adapt planning to support the needs of CYP with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow CYP with SEN&D to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

Specific group work intervention

This could be for reading, reading comprehension, writing, grammar, punctuation, spelling, numeracy, social skills. These could be delivered by a teacher, TA, or intervention support staff.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Leaving lessons early
- Use of colour overlays
- Visual timetable provided
- Soundfield systems used
- Having someone scribe your work

There are many more that may be put in place depending on the individual pupils needs.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g.

Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress?

CYP progress is continually monitored by Subject teachers, SLT (Senior Leadership Team) as well as the SENCo and Inclusions Officer. Progress is reviewed at regular intervals and formally once each half term. If

your child is at SEN&D Support or has a statement/EHC Plan, you will receive a termly report on their progress as well as having the opportunity to speak to subject teachers at a parents'/carers' evening. The progress of CYP with a statement/EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor that the CYP is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

Evaluating Effectiveness

The SENCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP needs and of what supports the CYP in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 CoP

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, speak to your child's teacher.

If you have concerns that your child has an unmet special educational need after speaking to your child's teacher you should contact the SENCo or Inclusions officer.

What support is there for my child's overall wellbeing?

We are very lucky at Portway Junior School to have a full time Inclusions officer who supports the wellbeing of all the children as well as the teaching and support staff. If you have any concerns contact Karen O'Farrell who will put in any necessary support for emotional and social development.

We also have a buddy system, peer and buddy reading, peer mentoring, study buddies, counsellors and team captains.

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services. Such as:

- Educational Psychology
- STEPS
- School Nurse

How is SEN&D support allocated to CYP at our School?

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.'

- CYP who are underachieving and failing to meet targets have interventions in and out of class.

- CYP are moved on to SEN&D support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of CYP who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- CYP with more complex needs who may also require support from outside agencies would be classified as SEN&D support (previously School Action Plus).

The school budget is received from Derby City Local Authority, which includes funding to support CYP with SEN&D. This is £6,000 per pupil on the SEN&D register per academic year which is called 'SEN Notional funding' and equates to approximately 10 hrs support per week.

The Headteacher decides on the budget allocation for SEN&D in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCo discuss information they have about SEND including:

- CYP already receiving extra support
- CYP needing extra support
- CYP who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary. CYP will be taken off the SEN&D register if and when targets/outcomes have been achieved.

Who else could support your child with SEN&D?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Inclusions Officer
- Educational Psychology Service / STePS
- Educational Welfare Officer

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired

- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
 - Fun&bility
 - Disability Direct
 - Derby City Parent and Carer Forum
 - Voices in action
- And many more

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEN&D7

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Class teachers, SENCo, Inclusions Manager and Head are available to discuss issues, as appropriate to their roles in school.
- Your child's target will be reviewed 3 times a year, we will work with you to plan and review these either at Parents' evenings or a designated meeting.
- We will meet with you 3 times a year to discuss how you think things are going
- We will hold meetings with outside professionals where and when appropriate
- We hold information evenings and an open afternoon for new starters
- We will share information with you about parent/carer support groups

How does the school support CYP with medical conditions?

The school follows '**Supporting pupils at school with medical conditions**
Statutory guidance for governing bodies of maintained schools and proprietors of academies in England'
April 2014

The school has a policy regarding the administration and management of medicines on the school site. Some CYP will have a care plan in place.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to CYP with SEN&D?

We offer some specialist equipment and facilities such as disabled toilets, sound field systems, blackout blinds in each room.

Teaching resources and equipment used are equally accessible to all CYP.

After school and extra-curricular provision is accessible to all CYP including those with SEND. All CYP have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for CYP with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- we will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child
- all records about your child are passed on as soon as possible.

When moving classes in school:

- information will be passed on to new subject teachers. All relevant information will be shared.

From Infant to Junior school

- Visits to school
- Parent Induction sessions
- Share records
- Meetings with relevant staff
- Shared MEP meetings

Transition from Key Stage 2 to Key Stage 3:

- Head of Year, SENCo and LSA will visit your child's primary school.
- Transition meeting with staff from both schools
- Record sharing
- Enhanced transition, which includes visits and activities with designated members of staff
- extra support for tests, assessments and examinations will be considered as and when necessary

How will my child be able to share their views?

We value and celebrate each CYP being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council.

If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own Outcomes.

CYP have to the opportunity to complete a questionnaire about aspects of the school.

What training have the staff had about SEN&D?

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school. For example:

- differentiation,
- Access Arrangements,
- ADHD, ASD, Dyslexia, Diabetes etc.
- applying the new Code of Practice,
- using specialist medical equipment such as epipen, diabetes checks

This year we will cover:

Training	Staff	date
Safeguarding ASD	All Staff	Autumn 2016
New Start Maths	TAs	Spring 2016

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing to Claire Brown (Chair of Governors) Please see the complaints policy for full details.

Documents on the school's website include:

- Anti-Bullying Policy
- School Complaints Procedure
- Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014
- Inclusion Policy
- Safeguarding Policy

SENCo	Fiona Marks	<i>F. Marks</i>	19.10.2016
Head Teacher	Fiona Marks	<i>F. Marks</i>	19.10.2016
SEND Governor	Phil Butcher	<i>P. Butcher</i>	19.10.2016

