



## **Special Educational Needs and Disabilities Information Report**

**Amended: Spring 2019**

**Adopted by Curriculum and Outcomes Committee on behalf of the Governing body: Spring 2019**

**We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety and Child Protection policies.**

## Hove Junior School

### SEND Information Report

#### **SEN information report**

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties:**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and its needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

- **Cognition and learning:**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation of learning in place.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD):**

Children and young people may experience a wide range of social and emotional difficulties that manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy:**

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI) or hearing impairment (HI) will require specialist support and/or equipment to access their learning, or habilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### Representation of SEND children in our school:

Year group	Year 3	Year 4	Year 5	Year 6	All Year groups
On roll	202	226	187	205	820
% SEND Needs	28 (14%)	40 (18%)	35 (19%)	51 (25%)	154 (19%)

#### **Identifying pupils with SEND and assessing their needs**

At Hove Junior School, there is a graduated approach to addressing SEN. Initial identification is the responsibility of the class teacher, unless the child comes from another school or enters the school with a Statement of SEND or EHCP. The process begins with the professional judgment of the class teacher with support from the Inclusion Manager, subject leaders and senior leaders. Class teachers make regular assessments of progress for all pupils in every lesson in addition to three times in each academic year, in the first half of each term. These assessments serve to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

1. is significantly slower than that of their peers starting from the same baseline
2. Fails to match or better the child's previous rate of progress
3. Fails to close the attainment gap between the child and their peers
4. Widens the attainment gap. It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

At Hove Junior School the first response to such progress is high quality teaching targeted at their areas of weakness e.g. a child may have work further differentiated within their English or maths class, be placed in a intervention such as 'Better Reading Partners' 'First class at number' or 'Numbers count'. These interventions are supported by research and included in government guidance documents.

Parents and carers will be made aware if their child is accessing this initial level of support. Where progress continues to be less than expected following a time specific intervention the class teacher, working with the Inclusion manager should assess whether the child has SEN. This will include gathering evidence (including the views of the pupil and their parents) and referral to outside professionals from health or social services with parental consent.

#### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. (See Appendix 1)

The class or subject teacher will work with the Inclusion manager to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.

- Their previous progress, attainment, and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

Formative assessment is a key part of our teaching policy and the emphasis is helping the children to make meaningful progress relative to his/her starting points. The school uses the computerised system called SIMS, to track pupil progress in reading, writing and mathematics. A spreadsheet of results provides teachers with an at-a-glance overview of pupil achievement. It is updated termly and used as a basis for Pupil Progress Meetings. Class teachers and year group leaders analyse attainment and highlight children according to progress made. They then hold progress meetings within year groups to discuss levels, celebrate success and identify any areas that need addressing in future planning. Any children identified as needing additional support are supported by our Inclusion managers.

The Heads of School monitor attainment for groups of pupils from this data to ensure all pupils are progressing. The groups that are monitored are; free school meals, English as an additional language, gifted and talented, SEND and children in care. In addition, subject leaders analyse data to monitor if the performance of boys and girls varies significantly.

A child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Pupils with SEND will also be set targets that will help them to make progress within their primary area of need. These targets will be generated and reviewed in termly SEND action planning meetings by the pupil's class teacher and the SENDCo. All SEND Action Plans will be shared by the pupil's class teacher and reviews will be copied and sent to parents/carers after meetings.

The school uses the definitions of adequate progress as suggested in the *SEND Code of Practice*, that is, progress which:

- Narrows the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Matches or improves the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

## **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations may be part of another meeting such as a parents evening meeting and will usually be held with the class teacher as the first professional. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Staff and parents/carers will work together to support pupils identified as having additional needs we operate an 'open door policy' to all.

At meetings with parents/carers, we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable so that parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

SEND Action Plans (See above) will often include targets to work towards at home. Ideas and materials for supporting learning at home are discussed with parents/carers and distributed to them.

Parents/carers consultation evenings and termly drop-ins with Inclusion Managers provide opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

## **Supporting pupils moving between phases and preparing for adulthood**

At Hove Juniors, we will share information with the school or other setting to which the pupil is moving. We will agree with parents and pupils which information will be shared as part of this. Brighton and Hove schools are supported to share information using a system called C-Poms, a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.

We have close links with West Hove Infants schools and organise thorough transition days for pupils and parents to ensure a smooth transfer.

## **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We may also provide the following interventions either led by a trained teacher or teaching assistant:

- BRP (Better Reading Partners)
- Reading Inference
- Precision Teaching
- Numbers Count
- First Class at Number/ Success @Arithmetic
- Letters and Sounds Phonics Intervention
- Read Write Inc. Phonics Intervention

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **Additional support for learning**

We have teaching assistants who are trained to deliver interventions named above when pupils are highlighted through progress meetings within year groups.

Individual Needs Assistants will support pupils on a 1:1 basis only when a child has an Education Health Care Plan and they need 1:1 support to address specific outcomes relating to their area of need.

We work with the following agencies to provide support for pupils with SEN:

### **Ethnic Minority Achievement Service (EMAS)**

EMAS is our Local Authority's support given to children who have English as an additional language and to support and celebrate our cultural and ethnically diverse families and community. We work closely with a specialist teacher from this service.

### **Autistic Spectrum Condition Support Service (ASCSS)**

Hove Junior School is supported by the Autistic Spectrum Condition Support Service (ASCSS). We receive advice from this service on the most appropriate strategies to adopt with our Autistic children. Advisory Teachers visit our Autistic children at least once a term and meet with teachers, SENCOs and parents.

### **Speech and Language (SALT)**

A speech and language audit is carried out termly by the SENCO, speech and language therapist and specialist language teacher from the SALT service. Children are prioritised for assessment and review based on the amount of time allocated to us by these services. These services also provide an advisory and training role for staff.

### **Sensory Needs Service (SNS)**

We are supported by the SNS service who help and advise us on working with children with a visual or hearing impairment. Advisory Teachers visit our Hearing or Visually Impaired children at least once a half term.

### **Outreach**

We work closely with special schools, such as Hillside and specialist services such as BHISS (Brighton and Hove Inclusive Learning Team), who visit and advise us on supporting children with complex additional needs.

### **Educational Psychologist**

The Educational Psychologist visits the school at least once a term to attend Planning and Review Meetings (PARMs) and to advise and assess children as requested by the Inclusion Manager.

### **Expertise and training of staff**

We have a highly skilled and experienced staff. Please see the SEND policy for further details.

Each member of staff is given a bespoke package of training opportunities based on their own skill set and experience and the school's Inclusion priorities identified in the School Improvement Plan. The training is often identified as part of our appraisal cycle.

## **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets created in SEND action planning meetings each term.
- Reviewing the impact of interventions after a period of weeks dependent on the individual intervention. For example, the 'Numbers Count' intervention runs for 10 weeks.
- Using pupil questionnaires
- Monitoring by the Inclusion Managers and Heads of School.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with statements of SEND or EHC plans.

## **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEN**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special educational workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

## **Support for improving emotional and social development**

We provide learning mentors to support pupils to improve their emotional and social development alongside the SENCos. There are various methods, interventions and packages offered including:

- 'Meet and greet' and check in time built into school day if needed.
- Interventions targeting specific emotions such as anxiety or anger.
- PHSE lessons and curriculum assemblies.
- Stress-busters playtime group aimed at pupil centered ways of dissolving stressful situations and supporting children's mental health through mindfulness techniques.
- Play leaders to support isolated children in the playground.
- Pets as Therapy support in school.
- 'Learning Warriors' group. A group to support pupils' understanding of their own strengths and vulnerabilities and to promote the school's LEARN ethos.
- Adopter's forum-a regular opportunity for parents and carers to support each other.
- School's well-being service (formerly CAMHs) In school drop in support.

We have a zero tolerance approach to bullying. (Please see HJS Anti-Bullying Policy)

### **Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the Head of School/Headteacher in the first instance. They will then be referred to the school's 'Complaints Policy'.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details for raising concerns**

As the parent or carer of your child, you are in the best position to know your child and if you have concerns around their attainment in any area of the school your child's class teacher and their phase leader is your first point of liaison. You can contact them directly to organise a meeting.

Class Teachers are responsible for:

- The learning of all the children in their class and the delivery of all National Curriculum subjects
- Planning for all children.
- Liaising with the SENDCo.
- Monitoring, reviewing and setting targets for identified children at both School Support and School Support Plus.
- Reviewing individual plans in consultation with relevant parties.
- Supporting children to take an active role in setting and reviewing their own targets, whenever possible.
- Contributing to behaviour programmes.
- Liaising with parents/carers of pupils on the SEND register and with a statement of SEND or EHCP
- The day-to-day direction of Teaching Assistants working with children who require additional support in their classroom.
- Planning and coordinating individual timetables and individual programmes for pupils with a statement for SEND or EHCP with support from the SENDCo.

Following on from this initial meeting, a further meeting may be arranged between parent / carer and a member of the Inclusion Team. The roles within the Inclusion team are outlined in our SEND policy.

### **The local authority local offer**

Our contribution to the local offer is:

<https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/hove-junior-school>

Our local authority's local offer is published here:

<https://www.brightonhove.gov.uk/content/children-and-education/local-offer>

Appendix 1.

**Assess – Plan – Do - Review**

