

South Walney Junior School

SEND Information Report



Our Local Offer for

Children with

Special Educational Needs or

Disabilities (SEND)

South Walney Junior School (SWJS) and our Inclusive Journey

Our aim is to ensure that all pupils achieve their full potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs) and as a whole school, we strive for inclusion for all.

At SWJS, we respect the fact that children are individuals with their own aspirations, who acquire, assimilate and communicate information at different rates and benefit from a range of teaching approaches and experiences.

Through quality first teaching, we select appropriate teaching methods to match pupils' learning styles, within whole class, small groups or on a one to one basis, depending on need. This is supported through the use of differentiation, modification of curriculum objectives and learning outcomes and the use appropriate resources, intervention and continuous assessment. This is carefully matched to pupils' individual abilities and needs, strengths and weaknesses and developmental stage; ensuring that we follow steps and strategies to prevent pupils with SEND from being treated less favourably than their peers. Staff training and skills are regularly updated, at half-termly pastoral meetings, children's needs are discussed and appropriate actions implemented as a result. We also work very closely with outside agencies and professionals, following their expertise and guidance.

This document is intended to give you information about the ways in which we ensure that we support our SEND pupils to achieve their best. It may not list every skill, resource and technique we employ as we continually develop, modify and assess our provision to meet the changing needs for individual pupils.

Children are identified as having SEND when they do not make sufficient progress through the usual approaches to teaching and learning, and are in need of additional or different interventions to help them. We will endeavour to provide the right level of support for their specific needs in order to help them develop and accelerate their progress. Children at SWJS make good progress and achieve in line with other schools nationally with SEND.

Other useful documents such as our [SEND and Inclusion Policy](#) should be read alongside this report.

If you would like any further information about what we offer here at SWJS then please do not hesitate to contact us directly.

South Walney Junior School	Amphitrite Street South Walney Island Barrow in Furness Cumbria LA14 3BG
Contact Details	Telephone: 01229 471447 Website: www.swalneyj.cumbria.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEND	No
Age Range of Pupils	7-11 years
SENCo	Mrs Melissa McParland
Head Teacher	Ms Zena Lines
SEND Governor	Mrs Joan Hunt
<p><u>ADMISSIONS ARRANGEMENTS FOR PUPILS WITH SEND</u></p> <p>The school's admission arrangements for all pupils, including those with SEND is in accordance with national legislation and follows the Local Authority's <i>General Admissions Policy for Community and Voluntary Aided Schools</i>, a copy of which can be accessed using the following link:</p> <p>Cumbria Schools Admissions</p>	
<p><u>ACCESSIBILITY</u></p> <p>For information relating to accessibility for pupils with SEND, please also refer to the information contained in our <i>Accessibility Plan</i>, written in compliance with The Equality Act 2010 (Paragraph 3, Schedule 10), a copy of which is published on our website and can be accessed using the link below:</p> <p>SWJS Accessibility Plan</p>	

What the school provides

The school dates back to 1917 and has had several extensions over the years. It provides some wheelchair accessibility, although this is limited.

There is a disabled toilet available for wheelchair users if the need should arise. This is also available for anyone who has a disability in order to maintain dignity and privacy if they have not established a regular pattern of toileting.

Every classroom has recently been refurbished and furniture is modern and of a suitable height; appropriate to the age group of children being taught in that classroom.

School now has a fully refurbished suite of four withdrawal rooms on the first floor, two of which have VIVIDtouch interactive screens, and we have a number of quieter learning environments around school; offering the opportunity for more focused learning in 1:1 or small group settings.

We have a well-stocked library, with flooring which caters for visually impaired children.

The school has a range of ICT programmes for pupils with SEND in addition to IPADS, headphones, laptops, computers and interactive screens installed and used flexibly across school.

TEACHING & LEARNING

What the school provides

Our SENCo is qualified to BA (Hons) in Primary Education with SEN Specialism. This training gave a deep insight into how children with SEND learn and the implications of this for classroom practice.

Our Governor with SEND Responsibilities is a retired Specialist Advisory Teacher of Autism.

At South Walney Junior School we understand that you, as parents and carers need to feel confident that we have secure systems in place for your children with SEND and that we offer a flexible range of provision available to meet the individual needs of each and every one of our pupils. We want you to

feel that you are listened to and treated with respect. Where children have additional needs and we have been given advice from outside agencies, we would like you to be fully involved and to also be confident that here at SWJS, we will respond to your child's needs as quickly as possible.

SWJS will ensure you are notified of a decision by the school that Special Educational Need (SEN) provision is being made for your child.

SWJS follow the guidelines of the current SEN Code of Practice and clearly understand that there is a continuum of SEN and that, where necessary, increasingly specialist expertise should be brought to bear on your child's difficulties. The Code of Practice describes this as "a graduated approach" to addressing children's SEN.

Early Identification

Early identification is vital. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. SWJS informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

A carefully devised IEP (individual Education Plan) on how to best support your individual child's needs will be undertaken.

Each year group has the benefit of at least one Senior Teaching Assistant, who will also support children with IEPs.

The SENCO and Class Teacher work closely with parents and teachers to plan an appropriate programme of intervention and support.

Progress is monitored regularly, and should further advice be required, we liaise with outside agencies.

School has excellent relationships and works closely with outside professionals such as: The Educational Psychologist Service, The Specialist Advisory Teaching Services, The Behaviour & Inclusion Team and Health Professionals (Community Paediatricians)

We also have very good access to programmes delivered by the local Police Community Support Officer regarding Safety & Danger Awareness.

'Bikeability' training is also delivered to pupils by outside professionals. We can assist with ways to access other services such as, Child Adolescent Mental Health Services (CAMHS), Action for Children, Child Development Centre (both Speech & Language Therapist and Occupational Therapist) and the PRU (Pupil Referral Unit).

In the case of children with Hearing Impairment, Visual Impairment or medical needs, Specialist Advisory Teachers and medical professionals advise and support school.

SWJS have a trained SERIS Worker in school to help support children (and parents) who may be experiencing social and emotional difficulties.

Children with additional needs are discussed at half-termly pastoral meetings to all staff.

Assessment

We continually assess all pupils, tracking progress. Assessments are both summative and formative and are completed each term. The result of these assessments and your child's teacher's assessment will inform the necessary support your child will need in class to make further progress.

When a child is working below age-related expectations in Reading, Writing & Mathematics, it is good practice to use other assessment tools, such as PIVATs. We also use this approach as a diagnostic tool when a child is not making the necessary progress; in order to 'fill the gaps' in the child's knowledge and understanding of the subject.

Support Staff are also highly trained to deliver additional support packages such as Reading Intervention to those children who may need this as an additional support; these support packages are also used as additional assessment tools.

If we as a teaching staff feel that your child requires further assessment, we will contact outside agencies to carry out an assessment of their need. They will advise us as a school on strategies and approaches to adopt in order to help your child.

Where a child with SEND continues to make little progress despite the support provided (including external support and advice), and there is evidence that the

child has severe and complex needs that cannot be met within the resources ordinarily available to our school, we may request an assessment for an Education, Health and Care Plan (EHCP). Consultations between school and parent will be undertaken regularly throughout each stage of the process.

Staff Training:

SENCo: regularly attends local training opportunities and reports back to all staff.

Most recent training examples include:

- SEND Handbook Training
- SENCo Conferences
- SENCo Forum Termly Training
- Half-Termly FIGS Training
- New Quality First Teaching Strategies
- Girls and Autism
- Interventions that Make a Difference
- Strong EHC Planning and Applications
- Effective Teaching Assistant Deployment
- Leading the Best Inclusive Practice for SEND

Recent Training for Support Staff

All Staff have received First Aid Training, with some staff undergoing epipen & asthma training. All Staff are also Team Teach trained for Behaviour Management.

One member of staff is trained in Reading Intervention and Structured Reading and Writing.

Termly Training Sessions for Support Staff continue to take place covering, for example:

- Safeguarding updates including online training.
- Speech, Language & Communication
- Autism Awareness
- Spelling, Punctuation & Grammar Delivery
- Coloured Semantics
- Bar Modelling for Maths
- Autism Awareness,
- Spelling, Punctuation & Grammar Delivery
- Marking Strategies
- 'Talk for Writing'.

When sitting tests, some children with SEND are considered for extra support to access the tasks. Some are supported 1 to 1, can have timed breaks, be granted additional time or sit exams in a quiet setting in a small group to aid concentration. These access arrangements are also considered for the Y6 tests. If a class teacher (alongside the SENCo & Head Teacher), decide that a particular child is working significantly below age appropriate levels in Year-6, they will be disapplied from sitting the Y6 tests and will be assessed by Teacher Assessment only.

The SEND provision map records the type of intervention a pupil is receiving, pupils' progress throughout the school and records how much progress individuals make following interventions.

School monitors progress and provides information on the school website, also outlining how the Pupil Premium is used.

REVIEWING & EVALUATING OUTCOMES

What the School Provides:

If you as a parent/ carer have any concerns about the progress your child is making, you are encouraged to contact their Class Teacher, who will refer your concern to our SENCo. In addition to this, you will be invited to attend IEP Review Meetings with your child's Class Teacher, which will inform part of the parent-teacher discussion; outlining your child's targets and progression. IEP targets are set and reviewed by staff termly, taking into consideration the progress your child has made the previous term.

If your child has an Education Health & Care Plan (EHCP), you are encouraged to contribute to and take part in Annual Reviews and you will receive copies of all relevant paperwork concerning your child. Pupils are also asked to make a contribution to the review.

Pupils' progress is monitored throughout the school and Pupils with SEND are also monitored on the Provision Map.

Our designated SEND Governor reports to the Governing Body on SEND issues, and confidentiality is considered as the utmost importance at all times.

SEND AND SCHOOL FINANCES

School resources are allocated and matched to children according to their special educational needs. This is an ongoing process of assessment and monitoring to ensure appropriate support is in place where it is required. Regular liaison takes place between the SENCo, the Headteacher and the Business Manager to ensure budgets are effectively managed.

KEEPING CHILDREN SAFE

What the School Provides:

The teaching staff are trained and experienced to complete the necessary risk assessments for particular activities, which are overseen by the Head Teacher.

Regular Health & Safety inspections and audits are carried out within the school community to ensure the safety of our pupils and staff.

If required, a 'handover' is carried out by the Head Teacher, SENCo, Class Teacher or Senior Teaching Assistant to the parent/carer - though this is in special circumstances and is planned as part of the child's Behaviour Plan.

There is limited parking on the road in front of school and at the back of school; these are very busy points at the beginning and end of each day.

There is a split timetable for both Lower School and Upper School for morning break time, supervised by designated staff (both teachers and Senior Teaching Assistants) overseen by the Head Teacher.

Midday Supervisors are responsible for the children at lunchtime which is overseen by the Head Teacher.

When children work off the premises, the necessary risk assessments are undertaken by school staff, following the guidance and stipulations of the Local Authority. Occasionally there will be a need for extra adult support depending on a child's need.

Parents can access the Behaviour Policy on the school website or click the link below:

[Behaviour Policy](#)

HEALTH (INCLUDING EMOTIONAL, HEALTH & WELLBEING)

What the School Provides:

All medicine is recorded in a record book, including details of dosage and frequency; parents sign to grant authorisation to the school to administer medication to their child.

Medication is kept in a locked medicine cabinet. Parents are responsible in ensuring medicines are kept up to date.

Individual Health Care Plans are devised with parents and overseen by the Head Teacher. Copies are passed on to the relevant Class Teacher and all relevant Staff; a master copy is kept in SEND records, with an additional spare copy kept in a medical file in the School Office.

First Aid Training for all teaching and support staff is kept up to date; all staff are familiar with correct procedures in the event of a medical emergency. In addition, diabetes, asthma and epipen training has been provided by the Health Professionals to ensure that relevant staff are conversant with the appropriate action or medical procedure required.

Every child with asthma has an asthma plan in school in case of emergencies.

Medical forms are taken on residential trips in case of emergency. The designated member of staff will have the school mobile phone to make the necessary arrangements, if necessary.

Puberty Education is offered to Year 5 pupils & further awareness of this subject is offered to boys and girls in Year 6.

We have adopted an e-safety awareness program as part of the ICT curriculum in each year group to ensure our children remain safe when using computers.

If we feel a referral is needed to the Child & Adolescent Mental Health Service (CAMHS), the SENCo will contact relevant agency.

The school has close contact with Community Paediatric Services, resulting in good communication and care. We also have good links with the OT & Speech & Language Therapy services and referrals can be made in order for school to act upon their advice.

Termly pastoral meetings are organised to discuss a child's welfare and well-being.

Support for improving the social and emotional development of all pupils includes (in addition to Pastoral Meetings) listening to the child.

The school endeavours to safeguard all pupils and to prevent any instance of bullying or intimidation and has measures in place to prevent this.

We understand that SEND pupils can be especially vulnerable.

SEND pupils or their parents should speak to their Class Teacher, Ms Lines or Mrs McParland.

Further information on the school's strategies to prevent and deal with bullying can be found in Section 10 of the [Behaviour Policy](#)

COMMUNICATION WITH PARENTS

What the School Provides:

The school website contains details of all staff currently employed by the school.

The School operates an Open Door policy and has 2 parent evenings each year to provide opportunities for parents to discuss the progress of their child. All Individual Education Plans (IEPs) will be reviewed and updated, enabling you to be part of the target setting for your child's needs.

A parent questionnaire is also provided annually for parents to record their views and suggestions. Regular letters and 'Parentmail' keep parents fully informed of events and activities.

The school uses various award schemes to communicate positive behaviour for our pupils, including work of the week, Work of the Month and 100% attendance certificates.

We have an annual Open Day in the Autumn Term when members of the local community are invited to our school.

WORKING TOGETHER

What the School Provides:

There is School Council which meets every month and children are encouraged to contribute their ideas so that they can be discussed at the meetings.

There are Welcome Meetings in September to welcome the new parents in every year group to meet their child's Class Teacher. They are informed about routines, homework and expectations. We encourage parents to work with school in order to support their children. This is an ideal opportunity for parents to discuss their child's needs and worries. Parents can use this time to offer their voluntary services to help in school; for example, listening to children read, walking to events, Parent-Helpers on school trips.

Parent Evenings, Annual Reviews, IEP reviews are an opportunity to discuss your child's learning and progress they are making.

If a child attends the Pupil Referral Unit (PRU) part time, we will work closely with the PRU to achieve a consistent approach to their learning needs.

Elections to the Governing Body are held in the event a vacancy arises.

WHAT HELP & SUPPORT IS AVAILABLE FOR THE FAMILY?

What the School Provides:

The Class Teacher, SENCo or Head Teacher can offer help with completing forms. A parent can contact school or speak with their child's teacher if this support is required.

There is a School Notice Board displaying information about upcoming events or general useful information in the playground.

The school regularly hosts activities led by 'Family Learning for parents and pupils to attend.

If a parent requires a Travel Plan to help their child to get to and from school this can be dealt with by the class teacher, SENCo and Head Teacher.

When more than one outside agency e.g. Teacher, Health Professional or Specialist Advisory teacher is needed to support your child, and we feel that you need further support as a family we will consider (with your consent) an Early Help Assessment to widen the level of support available to you and your family. This will result in a 'Team around the Family' which will foster positive relationships between school and home.

TRANSITION (FROM INFANT SCHOOL & TO SECONDARY SCHOOL)

What the School Provides:

Transition from Y6 to Y7

Each year, in Year-6, pupils undertake a transition programme to their preferred secondary school, including group discussion sessions and visits to the school. Those pupils with additional needs, access an 'Enhanced Transition Programme' with additional visits arranged through liaison between SENCOs from both schools.

The local secondary Head Teacher visits the school regularly.

Meetings are organised between the Y6 and Y7 teachers to ensure a smooth transition and the SENCOs from each school liaise regularly to transfer SEND & sensitive information.

Secondary School SENCOs are also invited to attend annual reviews, end of year IEP Reviews and TAC Meetings in preparation for transition.

Transition from Y2 to Y3

From the beginning of your child's transfer to our school, you will be made aware of the relevant person to contact if you have concerns about your child's individual needs.

Our SENCO works closely with Infant School SENCOs and close liaison between the Infant and Junior Schools is organised prior to any visits; ensuring that all important information about your child's SEND is shared.

Our SENCO attends annual reviews, end of year IEP Reviews and TAC Meetings at your child's Infant School, in preparation for transition.

An Individual Education Plan will be devised in the first term in Year-3 by your

child's teacher, taking into account any concerns you may have. The most suitable support and resources will be established for children with additional needs (SEND) attending SWJS.

When Year-3 children start SWJS, they will be given a Year-6 'Buddy' who will help them initially with transition and then throughout the year. Buddies meet with each other once a week during reading time.

ACTIVITIES FOR ALL

What the School Provides:

We have an excellent record of children with SEND accessing the wide range of activities offered in our school, so far as is reasonably practical and safe.

There are opportunities for all pupils to take part in extra-curricular activities throughout the year, as well as activities throughout the school day.

We have school sporting clubs (girls' cricket, boys' cricket, girls' football, boys' football, rugby, netball, hockey, gymnastics & swimming) all of which are free to our children.

In addition, external organisations provide sporting opportunities (Inside Out Soccer, Inside Out Dance, Inside Out football) which are at a cost to parents.

Additional keyboard lessons are also available from an external teacher; again at a small weekly cost.

We have a wealth of non-sporting activities: Reading, Cooking, STEM, Craft, Film and Gardening and Homework clubs. Trips to local theatres are organised as part of our Theatre Club. Children can also participate in Young Voices and in our school shows.

The Clubs are available to all pupils, age-range appropriate to that activity. Some of our extra-curricular activities are extremely popular; in which case, we will organise a timetable to ensure each child has the opportunity to participate in their chosen activity.

During lunchtimes, Midday Supervisors, assisted by Pupil Play Leaders, provide a range of active activities to keep the children happy and engaged.

'EARLY BIRDS' BREAKFAST CLUB AND 'LATE FLIGHT' AFTER-SCHOOL CLUB

Details of our Breakfast and After-School Clubs can be found on the school website:

[Early Birds Breakfast Club](#)

[Late Flight After School Club](#)

WHO DO I TALK WITH IF I HAVE A COMPLIMENT OR COMPLAINT?

Should you be happy with the provision your child receives, there is nothing better our staff to hear.

You can also respond to the Parental Questionnaires given out throughout the year.

However; if you are unhappy, it is always best to speak to your child's Class Teacher, Mrs McParland and Ms Lines - we will do our best to rectify the problem, in partnership with you and your child.

There is also a copy of the school's complaints procedure on the school's website (this can be accessed by the link below)

[SWJS Complaints Procedure](#)

LOCAL AUTHORITY'S LOCAL OFFER

Details of the Local Authority's 'Local Offer' can be found at:

[Cumbria Local Offer](#)

Report dated: September 2019 (updated January 2020)