

# 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 of 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 if they are in need of additional or different provision to their peers. 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 & Inclusion Policy (available on request) 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.

### **Types of SEN currently being provided for at South Walney Junior School**

South Walney Junior School includes children with the following needs during the school year:

- Moderate Learning Difficulties
- Speech, Language and Communication Needs
- Autism Spectrum Condition (ASC)
- Specific Learning Difficulties (dyslexia, dyspraxia)
- Sensory Differences
- Physical Disability
- Attention Deficit Hyperactivity Disorder (ADHD)
- Social, Emotional and Mental Health Difficulties (SEMH)

#### **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](http://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 Caitlin Bates  
[senco@swalneyj.cumbria.sch.uk](mailto:senco@swalneyj.cumbria.sch.uk)

#### **Head Teacher**

Ms Zena Lines

#### **SEND Governor**

Mrs Anne Constable

### **ADMISSIONS ARRANGEMENTS FOR PUPILS WITH SEND**

The school's admission arrangements for all pupils, including those with SEND is in accordance with national legislation and follows the Local Authority's General Admissions Policy for Community and Voluntary Aided Schools, a copy of which can be requested from school.

### **ACCESSIBILITY**

For information relating to accessibility for pupils with SEND, please also refer to the information contained in our Accessibility Plan (available on our website), written in compliance with The Equality Act 2010 (Paragraph 3, Schedule 10).

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. 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. We also have alternative rocking-seat provision for children who need additional movement input.

School now has a fully refurbished suite of three 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 individual IPADS, headphones, laptops, computers and interactive screens installed and used flexibly across school.

## **TEACHING & LEARNING**

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 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 SENCo assess and monitor the children's progress in line with existing school practices as well as their Social, Emotional and Mental Health and social interactions. 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. The SENCo and Class Teacher work closely with parents and teachers to plan an appropriate programme of intervention and support. The 'assess-plan-do-review' cycle is implemented and adapted according to need. Your child's IEP documents this cycle.

The class teacher will usually complete two cycles of 'Assess – Plan – Do – Review' over the year to the following timetable.

Assess - September / October

Plan – Create an IEP in October

Do – Action the interventions from October to January

Review – February, record outcomes

Assess – February, given the outcomes in the Review phase, the teacher will then assess current need

Plan – Create an IEP in February

Do – Action the interventions from February to June

Review – July, record outcomes

Class Teachers are responsible for sharing information with the child and the parent as part of the assessment and the review. This will usually take place at our twice-yearly parents' evenings.

The SENCo is involved to co-ordinate advice from specialists, liaison with relevant staff (teacher, SEN STAs), liaison with parents etc. when the 'assess-plan-do-review' cycle shows additional support is needed.

In some cases this cycle is carried out in a shorter time frame when it is clear that intensive intervention in liaison with specialists will be needed.

### 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. 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 to those children who may need this as an additional support; these support packages are also used as assessment tools, to ensure that progress is properly monitored and further intervention, if needed, is identified quickly.

If 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.

When sitting assessments, some children with SEND are considered for extra support to access the tasks. This can include 1 to 1 support, timed breaks, scribe and/or reader, additional time or a quiet setting in a small group to aid concentration. These access arrangements are also considered for the Y6 SATs assessments. 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 interventions a pupil is receiving, our pupils' progress throughout the school and records how much progress each pupil makes following interventions.

[Involving other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families](#)

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 many Health Professionals, including Social, Emotional and Mental Health care providers.

We can assist with ways to access other services such as, Child Adolescent Mental Health Services (CAMHS), Family Action, 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.

Lesley Messenger-Jones, 'Young Lives' Early Intervention Practitioner, works with school to support pupils and parents via a combination of regular in school clinics, telephone and online support and home visits where necessary. Lesley's expertise as a School Nurse, CAMHS Practitioner and Counsellor is invaluable; she offers support and guidance for a wide range of difficulties, and playTherapy support for children who may be experiencing social and emotional difficulties.

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.

### **Reviewing and Evaluating Outcomes**

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 Review Meetings with your child's Class Teacher. IEPs are reviewed which informs part of the parent-teacher discussion; outlining your child's targets and progression. IEP targets are set and reviewed by staff at least twice per year, taking into consideration the progress your child has made since the previous review.

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. Review meetings take place once a year, but progress towards targets will also be discussed as part of termly Parents Meetings and IEP 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.

### **EXPERTISE AND STAFF TRAINING**

Our SENCo is qualified to First Class BA(Hons) in Primary Education and is undertaking the National Award for SENCO Post Graduate level degree, due to complete in 2024. This has given a deep insight into issues around inclusion in mainstream education, the different needs of SEND learners and the implications of this for classroom practice. She has also

completed numerous SEND training courses and is training with Occupational Therapy to become a Sensory Lead.

All Staff have received First Aid Training, with some staff undergoing epipen, asthma, diabetic and cochlear training. Teaching and Support Staff are also Team Teach trained for Positive Behaviour Support.

One member of staff is trained in Reading Intervention and Structured Reading and Writing and two members of staff are accredited Elklan Language Builders Practitioners.

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

- Safeguarding
- Attachment and Trauma Training
- Teaching Reading, Maths and Phonics
- Speech, Language and Communication Interventions
- Team Teach Training
- Emotional Literacy Support

#### **SEND AND SCHOOL FINANCES**

School resources are allocated and matched to children according to their special educational needs. There 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**

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 Support Plan.

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.

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 and we encourage parents to park safely and sensibly away from school entrances.

Parents can access the Behaviour Policy on the school website

#### **HEALTH (INCLUDING EMOTIONAL, HEALTH & WELLBEING)**

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 the relevant agency.

The school has close contact with Community Paediatric Services, 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. A senior member of staff is a trained Mental Health Lead and the SENCO has regular Mental Health Champions meeting to stay up to date with best practice for supporting emotional mental health in school.

We also employ a trained ELSA (Emotional Literacy Support Assistant) and another in training. An ELSA is a trained, school based learning support assistant. Their role is to support the emotional wellbeing of pupils. They are trained by a team of Educational Psychologists and receive ongoing group supervision. Our ELSAs work with children and young people either individually or in small groups and deliver bespoke interventions tailored to the presenting situation or need. The role of the ELSA is to develop children and young people's emotional literacy, positive mental health, social skills and emotional wellbeing.

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 Bates. 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**

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, ParentMail and Showbie communications 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**

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?**

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.

Upcoming events or general useful information is shared via ParentMail, Twitter and Newsletters.

If a parent requires a Travel Plan to help their child to get to and from school this can be dealt with by the 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 regular 'Team around the Family' meetings which will foster positive relationships between school and home.

### **Cumbria SEND Information, Advice and Support Service (SENDIASS):**

If parents and carers feel they would like some impartial information, advice or support on any issues relating to their children's special educational needs and disabilities (SEND), they can contact the Cumbria SEND Information, Advice and Support Service (SENDIASS) who can offer a range of support. They will help parents, carers and young people to prepare for meetings with schools or the local authority and practically support them at the meetings in an appropriate and impartial manner. They can also signpost to other relevant support networks.

For more information on SENDIASS and how to find support, please click on this link:

<https://www.westmorlandandfurness.gov.uk/schools-and-education/inclusion-service/special-educational-needs-and-disabilities-information-advice-and-support-service-sendiass>

### **E School Nurse Video Clinics:**

This is a twice-weekly (Tuesday and Thursday during school term only) online health support and advice for parents, carers and professionals, supporting children and young people aged 5-19 years old.

You will be able to talk to the nurse over a live video link that is private, secure, confidential and convenient for you. In consultation with you, the nurse will assess the child or young person's health problem and provide you with the support and advice needed.

For more information on the **E-School Nurse Video Clinic** visit:

[E School Nurse Video Clinic](#) or visit: [www.cumbria.gov.uk/ph5to19](http://www.cumbria.gov.uk/ph5to19)

You can also telephone for an appointment:

**01228 603973 (Monday – Friday 08.00 – 16.00)**

### **TRANSITION (FROM INFANT SCHOOL & TO SECONDARY SCHOOL)**

#### 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 schools. Pupils with additional needs can access an 'Enhanced Transition Programme' with additional visits arranged through liaison between SENCoS from both schools.

Local Secondary Teaching Staff visit our school regularly and our pupils are invited to join a range of lessons at Secondary School, beginning in Year 5.

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

#### **ACTIVITIES FOR ALL**

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 (for example cricket, football, tag-rugby, netball, hockey, gymnastics) all of which are free to our children.

We have a wealth of non-sporting activities: Reading, Cooking, STEM, Craft, Film, Science 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.

#### **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 like to hear.

You can 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 Bates (SENCo) or Ms Lines (Headteacher). 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 or a printed version is available from the office

<b>LOCAL AUTHORITY'S LOCAL OFFER</b>
Details of the Local Authority's 'Local Offer' can be found at: <a href="https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0">https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0</a>
<b>Report dated:</b> September 2023 (Updated November 2023)