

**Rokesly Junior School**  
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**Special Educational Needs and**  
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**Disability (SEND)**  
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**Information Report**  
**Information Report**

**for Children with SEND**

**for Children with SEND**



**Ratified: Autumn 2020**

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**Review: Autumn 2021**

**Persons responsible for review: Inclusion Manager**

## **Rokesly Junior School SEN Information Report 2020/2021**

Welcome to our SEN information report. At Rokesly Junior School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs. If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Jackie Lord Inclusion Manager.

### **1. What does SEN mean?**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows: "A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age,
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."

### **2. What kinds of SEN does Rokesly Junior School welcome?**

At Rokesly Junior School we welcome children and young people with SEN in one or more of the following areas:

- Communication and interaction e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD)
- Cognition and learning e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) and global developmental delay.
- Social, emotional and mental health difficulties (SEMH) e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- Sensory and/or physical needs e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) epilepsy, sensory processing disorder
- Medical needs

Where children have medical needs and SEN we will plan and deliver education provision in a co-ordinated way, with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. In addition to this we have two ELSA teaching assistants who work to provide support in terms of emotional literacy.

### **3. What is the school's policy for the identification and assessment of children with SEN?**

- All of our teachers teach children with SEN
- All of our staff recognise the importance of identifying SEN early and making effective provision
- The identification and assessment of SEN is built into the schools approach to monitoring the progress of all pupils.
- We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information we have received from their previous setting.
- Where children already have their SEN diagnosed or identified we will work closely with the family and other agencies. Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress.

This helps us to see any pupils whose progress is:

- significantly slower than that of their peers starting from the same baseline
- less than expected progress
- failing to close the attainment gap between the child and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place.

If their progress continues to be slower than expected the teacher will work with the family and the Inclusion Manager to carry out a clear analysis of the child's needs and identify if they need additional support.

### **4. What information is taken into account when considering if a child needs SEN support?**

- the child's previous progress and attainment
- the teacher's assessment and experience of the child
- the child's development in comparison to their peers and national data
- the child's own views
- information gather from the parent/carer
- advice from external support services where appropriate

### **5. What are the school's policies for making provision for children with SEN, whether or not pupils have Education Health and Care Plans?**

We aim to meet the needs of children with SEN through high quality teaching.

This may require:

- the teachers to adapt what they do
- the teachers to use different approaches to meet different learning styles
- a personalised learning arrangement
- specific school based interventions to support their learning

If a child is identified as having SEN their teacher and the Inclusion Manager will consider everything known about the individual to determine the support required. Where provision for SEN is needed, we work with child, teachers and their families to plan what to do.

## **6. How does the school evaluate the effectiveness of its provision for SEN?**

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning.

High quality teaching is the most important factor in ensuring all children make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best. We check the effectiveness of our SEN provision by checking individual progress and to see if agreed goals and outcomes for a child are being met.

We use our school data to review and monitor individual progress. Both the attainment and the progress of SEN children are monitored through this system.

The teachers work with The Inclusion Manager, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective.

The Inclusion Manager and the Headteacher report to Governors on the quality of SEN provision and the progress towards outcomes being made by children.

## **7. What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?**

All children's progress is reviewed regularly and this information is shared with both parents and the child. Where a child is receiving SEN support we give feedback to parents. If we have specific concerns we contact parents and invite them into school. Reviews are usually led by the Inclusion Manager. Reviews can involve the child, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- review the child's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the child, the school and the local authority.

## **8. What is the school's approach to teaching pupils with SEN?**

### **Assess/plan/do/review**

All children, including those with SEN, have access to a broad and balanced curriculum and high quality teaching provided by child's class teacher. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets to encourage children to aim high.

Teachers plan their lessons with the SEN of children in mind, which means that most children with SEN will be able to study the full national curriculum along with their peers. Teaching staff always aim to match the work given to each child with their ability. Teaching Assistants may be directed to work with children, in pairs or small groups and sometimes individually.

We are careful to avoid the over reliance of individual support for children as evidence shows that in many cases this prevents them becoming independent learners.

We ensure that through provision of Continued Professional Development and Training opportunities, staff will acquire the skills and knowledge to deliver the interventions that individuals need.

## **9. How does the school adapt the curriculum and learning environment for pupils with SEN?**

We are committed to meeting the needs of all children including those with SEN. We make all reasonable adaptations to the curriculum and the learning environment to make sure that children with SEN are not at a substantial disadvantage compared with their peers.

We work closely with families to work out what children might need before they start with us, and what adjustments we might need to be make. Teachers will be supported by the Inclusion Manager to assess, plan and differentiate the curriculum or make adaptations to meet the needs of children with SEN. This may also involve working with outside professionals. For example we might need to:

- Provide visual resources to support learning
- Rearrange the layout of the classroom
- Buy specialist ICT software
- Specialist resources to support individual pupils

## **10. What additional support for learning is available to pupils with SEN?**

The school organises the additional support for learning into 3 different levels:

**Universal:** describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Targeted:** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. These interventions are often targeted at a group of pupils with similar needs.

**Specialist:** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential.

### **11. What extra-curricular activities are available for children with SEN?**

Our school has extra-curricular activities including sports clubs, dance clubs and arts and crafts.

We try to make sure that children with SEN can engage in these activities alongside those who do not have SEN.

The school also provides opportunities for children to go swimming on a termly basis, on school trips and there is an annual residential trip to Pendarren for year 6 children. We will involve parents of children with SEN in the planning of school trips and residential visits to assess the benefits and risks and identify how the needs of individuals can be best met.

### **12. What provision is available to support children with SEN?**

School Provision:

- Wide range of Literacy and Numeracy small group interventions delivered by TAs
- ELSA TAs to support emotional wellbeing needs
- ICT support in the form of reading, phonic and maths programmes
- Teaching assistants offering social skills support including ELSA

Equipment available in our school for specific children to access at specific times include:

- Communication books
- Devices for additional recording e.g chrome books, laptops, cameras
- SEN software
- Visual timetables
- Sensory resources

Local authority provision:

- Language Team support
- Autism Team support
- Educational Psychology service

Health provision:

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

### **13. What are the arrangements for consulting and involving parents of children with SEN in their child's education?**

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- parents evenings
- commenting and contributing to assessment, planning and reviews

If a child has an Education, Health and Care plan we will discuss their progress with parents every term and have a formal review annually.

Specific support to help support a child at home will include;

- Meetings with teachers and the Inclusion Manager to discuss progress and support including ideas for home.
- Parents workshops/ meetings

### **14. What are the arrangements for consulting and involving children with SEN in their education?**

Engaging all children as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All children are consulted about their learning and how they feel about their progress.

Where children have SEN, we will take extra care to involve them and make sure their voice is heard. We ensure that children with SEN are included and represented in the groups and activities that we have set up to listen to their views and involve them in decision making. The views of the individual child and young person sit at the heart of the SEN assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include children with SEN in planning how best to support them, and in reviewing their progress.

### **15. How does the school involve others in meeting the needs of children with SEN and in supporting their families?**

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, we seek advice and support from specialists from outside agencies. We always involve parents in any decision to involve specialists.

The Inclusion Manager usually coordinates the contact and works with these outside agencies. We use other agencies outside of the school to:

- help us train staff e.g. dyslexia awareness

- get more specialised advice e.g. advice on hearing impairment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

### 16. What local support, outside of school, is there for the parents of children with SEN?

Information about local support is located here: [www.haringey.gov.uk /local](http://www.haringey.gov.uk/local) offer The Parent Partnership Service – Markfield Together for Inclusion gives free impartial information, advice and guidance about services for children, young people and families.

Email: [enquiries@markfield.org.uk](mailto:enquiries@markfield.org.uk)

Website: [www.markfield.org.uk](http://www.markfield.org.uk)

This service offers a range of services to assist the parents/carers of children with SEN/D. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

### 17. What are the school’s arrangements for supporting children with SEN when they join the school, and supporting them to move to secondary school / further education?

Preparing for next steps Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible. Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need

#### Transition guide table:

	<b>Additional arrangements for children with SEN</b>
<b>Transfer from Rokesly Infant School</b>	<ul style="list-style-type: none"> <li>• Transition meeting is held in the Autumn term of Year 2</li> <li>• Transition meeting held between the Inclusion Manager and SENCo in both schools to share information</li> <li>• Swift transfer of records</li> </ul>
<b>When moving to another school</b>	<ul style="list-style-type: none"> <li>• We will contact the School SENCO and share information about the special arrangements and</li> </ul>

	<p>support that has been made to help your child achieve their learning goals.</p> <ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Transition meeting with the new setting when possible</li> </ul>
<b>When moving classes in school</b>	<ul style="list-style-type: none"> <li>• Transition meetings are held within school with the new class teacher.</li> </ul>
<b>Primary to secondary transition</b>	<ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Year 5 annual reviews planning meeting</li> <li>• During Year 6 the Inclusion Manager liaises with the SENCO in the new school</li> <li>• Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex</li> </ul>
<b>Pupil being admitted from another school</b>	<ul style="list-style-type: none"> <li>• Inclusion Manager will meet with parents prior to pupils starting school</li> <li>• Records will be transferred from previous school</li> <li>• Class teachers of children joining from other schools will receive information from the previous school</li> <li>• If required the Inclusion Manager will contact previous school to discuss individual pupil’s needs.</li> </ul>

### **18. Where can I find more information about SEN services in Haringey and the Local Offer?**

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining and interpreting
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Haringey Local Offer: [www.haringey.gov.uk/localoffer](http://www.haringey.gov.uk/localoffer)

### **19. What are the arrangements for parents raising concerns and making a complaint about the SEN provision at the school?**

We encourage parents to contact the school about their concerns, as soon as possible. If you have something to ask us or tell us, please contact the class teacher or the Inclusion Manager.

If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the inclusion manager
- the head teacher
- the SEN Governor (Kerree Aherne)

Further information about our complaints procedure can be found on our school website. Further information on local support for families of children with SEN can be found on Haringey's website [www.haringey.gov.uk](http://www.haringey.gov.uk)