

Welcome to our Special Educational Needs and Disability information report.

In 2014 the government introduced a new bill called the Children and Families Act 2014.

Subsequent to this, a new Special Educational Needs and Disability Code has been implemented highlighting the changes that have been made. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The Principles underpinning this new SEND Code of Practice are:

1.1 'Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The SEND Code of Practice (June 2014) defines Special Educational Needs (SEN) as:

'Special educational needs (SEN)

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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-16 institutions'

The SEND Code of Practice explains these areas of need under four categories:

- Communication and Interaction,
- Cognition and Learning,
- Social, Emotional and Mental Health Difficulties,
- Sensory and Physical Needs.

What is the LA Local Offer?

Under The *Children and Families Act 2014*, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with SEND aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Rotherham's Local Offer can be found here:

<http://www.rotherhamsendlocaloffer.org/>

What is the School SEND Report?

Our SEND Report is intended to give you information about the special educational needs and disability provision in our school.

It has been designed to enable you to navigate quickly to the information you require by giving answers to a series of the most frequently asked questions (FAQs). Clicking on the question will reveal the relevant information.

If you have further questions you are welcome to contact school directly and ask to speak to the Inclusion Manager, Mrs Weatherall on 01709 828505.

These FAQs are:

[What types of Special Educational Needs and Disability does the school meet? How does school assess the progress of pupils and what would they do if a child was falling behind?](#)

[How will the school let parents know if there were concerns about their child's learning in school?](#)

[How can parents let school know that they are concerned about their child's progress in school?](#)

[Who are the best people to talk to about SEND?](#)

[How are the school governors involved and what are their responsibilities?](#)

[What skills, training and qualifications does our staff have to meet the needs of children with SEND?](#)

[How do we support in the classroom?](#)

[How will a parent know how well their child is doing and how to support their child?](#)

[How will school support children's behavioural, social and emotional development?](#)

[How will children be able to share their views?](#)

[How will children with SEND be included in activities outside the classroom including school trips?](#)

[How accessible is the school environment?](#)

[How will school prepare and support children when joining the school, transferring to a new class or to a new school?](#)

[If parents are not happy with the provision at school, how can they share concerns or make a complaint?](#)

[How does the school meet the needs of Children who are Looked After with SEND?](#)

[Glossary of abbreviations](#)

[Links to other websites](#)

What types of Special Educational Needs and Disability does the school meet?

Provision in school meets the needs of pupils in the following broad areas:

Communication and interaction:

- Children and young people with speech, language and communication needs who have difficulty communicating with others.
- Children with Autism Spectrum Disorder, including Asperger's Syndrome and Autism.

Cognition and learning:

- Moderate learning difficulties (MLD).
- Specific learning difficulties, for example dyslexia and dyscalculia.

Social, emotional and mental health difficulties:

- Attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- Autistic Spectrum Condition (ASC)
- Children who are withdrawn or isolated, as well as those with challenging, disruptive or disturbing behaviour.
- Anxiety, depression.

Sensory and/or physical needs:

- Vision impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI).
- Physical difficulties (PD).

How does school assess the progress of pupils and what would they do if a child was falling behind?

Many children with complex needs have these identified at an early age. Parents and carers may have already noticed that their child struggles in certain areas and these areas of need have been identified. For other children difficulties may only become evident as they grow and develop, and as they learn and interact in new and different environments.

The school regularly assesses all children and as a consequence this identifies children that are making less than expected progress in their learning.

Children will be identified as needing extra support if, despite high quality teaching, their progress is:

- significantly slower than that of other children of a similar age.
- failing to match or better the child's rate of progress.
- failing to close the attainment gap between the child and their peers.
- widening the attainment gap.

The class teacher and inclusion manager will monitor the child closely and make observations. The child may access 'Keep Up' groups during which children are taught specific objectives that a child may not have understood initially.

When a child has been identified as needing additional support the class teacher and inclusion manager discuss the child's needs and put in place additional support. This is recorded on the class provision map. This progress is monitored half termly. Meetings with parents will take place during which any additional support is explained.

In the event of a child failing to close the attainment gap, further standardised tests are carried out and referrals are made to appropriate outside agencies.

How will the school let parents know if there were concerns about their child's learning in school?

Class teachers would ask parents to come to school for a discussion about their child's learning.

Formal occasions at which concerns may also be expressed are:

- Parents' evenings
- Annual reports to parents
- Structured conversations

How can parents let school know that they are concerned about their child's progress in school?

We encourage parents to come and talk to us about their concerns as soon as possible rather than wait for a formal meeting, such as parents' evening. Parents are welcome to speak to their child's class teacher and/or one of the Inclusion Team about their concerns through discussions face to face or on the phone.

If the pupil already has identified SEND then there will also be opportunities during: -

- Structured conversations
- Annual reviews

Who are the best people to talk to about SEND?

The best person to talk to is your child's class teacher as they are the ones who teach your child on a day-to-day basis and understand in detail the progress your child is making with their learning and social and emotional skills, and any difficulties your child may be encountering.

You could also speak to the school's Inclusion Team led by Mrs Weatherall, who will be able to answer any questions you may have.

If your child has support from an outside agency such as the Speech and Language Therapy Service or the Visual Impaired Service they will also be able to respond to some of the questions or concerns you may have.

Here are some useful phone numbers:

- Class teacher or Inclusion Manager can be contacted on 01709 828505
- Learning Support Service 01709 740226
- Speech and Language Therapy Service 01709 423229 or 423230
- Visual Impairment Service 01709 336415
- Hearing Impairment Service 01709 336430
- Child Development Centre 01709 428850
- Occupational Therapy 01709 424400
- Physiotherapy 01709 424400
- Autism Communication Team 01709 336413
- Educational Psychology Service 01709 822581
- Behaviour Support Service 01709 740226

SENDIAS –an independent parent support service can be contacted on 01709 823627

How are the school governors involved and what are their responsibilities?

The governing body has to take into account the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities. They have a named governor who oversees the school's provision for pupils with special educational needs. The Inclusion Manager reports to governors on a termly basis, about the SEND Provision, policy and practice in school.

The named governor for SEND is Mrs Trish Sharp.

What skills, training and qualifications does our staff have to meet the needs of children with SEND?

The Inclusion Manager's role is to support the class teacher in planning for children with SEND. The school provides regular whole school training on relevant SEND issues and ensures specific training is delivered when the need arises.

Here is a list of the most recent SEND training all staff have had.

- First Aid
- Attachment training
- Toe by Toe Reading Programme training
- Fisher Family Trust Reading Programme training

We also liaise with outside agencies regarding medical care plans. Teachers and teaching assistant are trained accordingly. The most recent training being:

- Epi Pen administering
- PEG Feeding
- Diabetes

The Inclusion Manager has also completed accredited training through Sheffield University in:

- Postgraduate certificate in Special Educational Needs Co-Ordination (National Award for SEN Co-Ordination)

How do we support in the classroom?

All children have a right to access quality first teaching in a classroom, delivered by a qualified teacher.

This would mean:

- That the teacher has the highest possible expectations for children and all pupils in their class.
- That all teaching is built on what the child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in the learning within class.

If your child has been identified as having additional needs, they may access additional support in the classroom. This may involve extra adult support, additional resources, prompts or reminders, visual timetables or adjusting the expectations of a task.

As well as this, your child may have extra support in the classroom such as 1:1 reading, phonic lessons, basic maths skills or handwriting practice. If your child is receiving support at this level, they will be recorded as 'Monitor' on the School Provision Map.

What if your child still needs help?

If your child still needs help, more specialised provision may need to be made. This maybe in the form of 1:1 work with a trained TA. The activities are designed specifically to meet the child's needs, thus filling any gaps in their learning, giving extra opportunities to develop skills and understanding and boosting their confidence.

In some cases a Learning Support Plan is written by our Learning Support representative and progress of this intervention is closely monitored.

In some cases, a Support Plan will be completed, to make sure everybody involved, including you, your child and all staff, know what targets have been set, how they are being supported and what the expected outcomes are.

If your child is receiving support at this level, they will be recorded as 'K' on the School Provision Map.

How will a parent know how well their child is doing and how to support their child?

In addition to parents' evenings and other informal opportunities to discuss pupil progress in school, parents of children with SEND are also invited to attend Structured Conversations. During this meeting there is an opportunity for parents to get to know what support their child is receiving, share knowledge about their child with school and find out how they can help at home. These meetings are reviews regularly to discuss the child's progress and what the next steps of learning are.

Sometimes a child may access individual or group interventions. This is when a child works with a teaching assistant on a specified numbers of days a week for 20 – 30 mins. The child is regularly assessed to track their progress which is shared with parents.

Pupils who have an Education, Health and Care Plan (EHCP) will have their needs detailed in the plan as a result of a multi-agency assessment. Everyone who is working to support the pupil, including parents and carers, will be involved in setting small step targets for the pupil as part of an SEND Learning Plan. These are reviewed in school on a regular basis so that everyone involved knows how they can support the pupil and what progress the pupil is making towards achieving their targets.

How will school support children's behavioural, social and emotional development?

We recognise that some pupils have additional social and emotional needs. These can be seen in a variety of ways e.g. through behavioural difficulties, anxiousness or being uncommunicative.

We are a school who helps to develop a child's social and emotional well-being, enabling them to fully engage with life and learning. We support them in becoming more self-assured, capable and adaptable. This curriculum is taught to all children through assemblies, circle time and PSHE lessons.

We also have a playground where children have access to many adult led activities. There are a number of staff on duty during these unstructured times of the school day which allows any incidents to be dealt with swiftly.

In the event of a child or a group of children making poor choices they may be sent to Behaviour Support. This takes place during a break or lunchtime. During this session an adult has time to unpick the situation. The child then has time to reflect on their actions and discuss ways to contain their emotions in future. Parents are informed when a child is put into Behaviour Support.

However for those children who need further support we follow the school Behaviour policy. A child may be put on report. This allows a member of the inclusion team to monitor the child's behaviour more closely to find out what the triggers for the behaviour may be.

If a child demonstrates behaviours that become a barrier to the child's learning, school organises a Structured Conversation working with parents to resolve the situation. School can also when necessary access further advice from other outside agencies e.g. Behaviour Support Service, CAMHs and Early Help.

How will children be able to contribute their views?

- Children's views are sought on a daily basis in school when they are asked to evaluate their own progress towards achieving the success criteria of a given lesson.
- Children are asked to complete a personal view questionnaire before a Structured Conversation. When appropriate the child is invited to the meeting where they share their view, if the pupil feels confident to do this. Otherwise their views will be presented by a parent or member of school staff. In valuing their views we address any aspects they share and endeavour to support them on their needs and/or wishes.

How will children with SEND be included in activities outside the classroom including school trips?

- All learners have the same opportunities to access extra-curricular activities.
- For all school trips a thorough risk assessment is carried out to ensure that the visit can be accessed safely by all pupils.
- Discussions will take place with the pupil and parents around any additional needs. This allows school to put in the necessary arrangements in order for the child to access all the activities during the day.
- Each child's needs will be considered on an individual basis.

How accessible is the school site and environment?

- There are ramps to enable wheelchair access to all areas.
- Wide doors enable wheelchair access to all classrooms.
- There is a disabled toilet near to the main reception area of school.
- We ensure wherever possible that equipment used in classrooms is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND. School works alongside parents to enable this to happen.

How will school prepare and support children when joining the school, transferring to a new class or to a new school?

Transition is a part of life for all learners. This could be transition when joining our school, moving to a new class or a new school.

Transition from Brinsworth Manor Infant School to our school

- We encourage parents to come and visit our school during the Summer Term before their child starts attending the following September.
- The Inclusion Manager attends Year 2 SEND reviews during the spring and Summer Term. During these meetings parents have the opportunity to meet the Inclusion Manager and ask any questions they may have.
- The SEND Information for a child is then shared with the Lower School Phase Leader, the new class teacher and teaching assistant.
- In addition to the transition activities organised for all the Year 2 children, additional individual or small group visits to our school are arranged. The children will be introduced to some of the staff and complete a variety of activities.
- During the Summer Term staff complete any necessary training so they are able to deliver any care plans.
- During the first half term in September, Structured Conversations are organised. This meeting allows parents to share information regarding their child, staff to share information about how their child is settling into their new school and what additional support has been put in place.

Transition from class to class within our school

- The new class teacher is given time to liaise with the current class teacher about individuals and their needs. Any specific resources or equipment for a child are passed on and when necessary any sensory questionnaires and/or Inclusion Plans are updated.
- Opportunities for the new class teacher to meet and get to know children with SEND are organised.
- Parents have the opportunity to meet the new class teacher.

Transition from our school to Brinsworth Comprehensive School (or other schools)

- The Inclusion Manager from Brinsworth Comprehensive attends Year 6 SEND reviews and Structured Conversations during the Spring and Summer Term.
- Information regarding a child's needs are shared with the Inclusion Manager.
- As part of transition the whole of Year 6 cohort attend Brinsworth Academy for the last two weeks of the Summer Term. Before this begins additional small group visits are arranged to allow children to familiarise themselves with the layout of their new school and other new systems like lunchtimes.

If parents are not happy with the provision at school, how can they share concerns or make a complaint?

If you have any questions or concerns, your first point of contact should be to speak informally with your child's class teacher.

If you do not feel satisfied after this initial contact you should speak to Mrs Weatherall, Inclusion Manager or Mrs Hill, Head of School.

All complaints from parents of pupils with SEND will be dealt with through the school's complaints procedure which is available on our website.

If you feel you need support to make a complaint regarding SEND provision, you may contact the local authority's SENDIAS on 01709 823627

How does the school meet the needs of Children who are Looked After (CLAC) with SEND?

Looked After Children (LAC) are subject to the same processes of identification and provision as all other children with SEND.

In addition to the policies and practices outlined above, for pupils who are looked after we will, depending on individual need:

- Share SEND information with all relevant services, including Social Care.
- All those with parental responsibility for the pupil will be invited to meetings regarding pupil progress and SEND.
- Where possible, SEND meetings will run alongside those required by Social Care as part of their Looked After Children procedures e.g. Statutory Review Meetings.
- Targets for SEND pupils will be incorporated into Personal Education Plans.
- Pupils who are LAC are entitled to enhanced Pupil Premium. Decisions about this would be made in consultation with all relevant stakeholders.
- LAC pupils may be referred to the Get Real Team for additional mentoring in school.
- The Head of school Mrs Hill is also the Designated Teacher for Children who are Looked After so will have an overview of both processes.

Glossary of abbreviations

Here are some common abbreviations you may see in this report or reports and information you receive from other services.

ACT	Autism Communication Team
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
ASC	Autism Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
CDC	Child Development Centre
EHCP	Education, Health and Care Plan
HI	Hearing Impairment
CPM	Class Provision Map
LAC	Looked After Children
LM	Learning Mentor
LSP	Learning Support Plan
LSS	Learning Support Service
MLD	Moderate Learning Difficulties
NVQ	National Vocational Qualification
PSHE	Personal, Social and Health Education
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator
SpLD	Specific Learning Difficulties
TA	Teaching Assistant
TAC	Team Around the Child
VI	Visual Impairment

Links to other websites

Here are some links to other websites concerned with SEND which may provide further information for parents and carers. There are many more available.

Brinsworth manor Junior School takes no responsibility for the information contained in these websites and does not endorse them in any way.

British Dyslexia Association www.bdadyslexia.org.uk

Council for Disabled Children www.councilfordisabledchildren.org.uk

National Autistic Society – Rotherham www.nasrotherham.org.uk

NHS Choices www.nhs.uk/conditions

Rotherham Families Information Service www.rotherhamfis.co.uk

Rotherham NHS Foundation Trust www.therotherhamft.nhs.uk

Rotherham Parent and Child Charter www.rotherhamcharter.co.uk

Rotherham Parents Forum www.rpcf.co.uk

SENDIAS www.rotherhamparentpartnership.com

SEND Code of Practice www.gov.uk

SENDirect www.sendirect.org.uk

SEND Local Offer for Rotherham www.connecttosupport.org