

Annual SEN Information Report

Park Junior School

ANNUAL SPECIAL EDUCATION NEEDS (SEN) REPORT 2021

Welcome to our SEN information report which serves as our contribution to the [Gloucestershire County Council Local Offer](#) for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. The information published must be updated annually. Our SEN Policy details our mission, values, vision, aims, principles, policies and procedures and this report explains how we implement the policy on a day to day basis.

1. **Areas of Special Education Need:**

We currently make provision for children experiencing difficulties in all of the four broad areas of need described in the second edition of the SEN Code of Practice (2016). These are:

- Communication and Interaction (C and I),
- Cognition and Learning (C and L),
- Social, Emotional and Mental Health difficulties (SEMH),
- Sensory and/or Physical needs

Many children need extra support in one or more of these areas however of the 46 children currently on our SEN register this year the main reason for their additional support is as follows:

- Communication and Interaction: 7 (15% of the register)
- Cognition and Learning: 26 (57% of the register)
- Social, Emotional and Mental Health difficulties: 13 (28% of the register)
- Sensory and/or Physical needs: 0 (0%)

It is important to realise that although these are the primary needs (main reasons) for additional support these children may also require extra support in other areas too. For example, a child with autistic spectrum disorder may need support in all four areas.

2. Identifying and assessing children with SEN and assessing their needs

Many pupils, at some time in their school career, may experience difficulties which affect their learning; these difficulties are often short-term but may be long-term and require on-going support. We aim to identify and meet these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

A child may be identified as having additional needs usually through one or more of the following:

- The school's system for regularly observing, assessing and recording the progress of **all** children.
- Child's concern.
- Teacher' concern.
- Parents' concern.
- Outside agencies' concern.

Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.

New Arrivals

When we receive a child with identified SEN from a different setting, staff (the class teacher, Teaching Partner(s)(TPs) – also known as Teaching Assistants (TAs) - and/or SENDCo) will liaise with the relevant adults (previous teacher, SENDCo etc), parents (or carers) and child to ensure a smooth transition.

Transition from Year 2 to Year 3

Each year, the Year 3 class teachers attend the Stonehouse Park Infant School's summer term structured conversations (*extended parent meetings focussing on the whole child not just their academic progress) to ensure that our school staff have a complete picture of the child before they start with us. In addition to this,

at this time of year, our SENDCo meets with the Infant SENDCo and teachers meet with each other, again to ensure there is a full understanding of the needs of every child.

This year, due to COVID 19, structured conversations did not take place at the Infant school and so we were unable to attend. However, the other elements of the transition were still able to go ahead and where possible, in line with Government guidance and parental confidence, some meetings with new parents of children with SEND still took place either by telephone or face to face.

3. Involving parent/carers and their child(ren)

Parents/Carers

We have an “open door” policy and always welcome and encourage parental input; parents/carers know their children best and we listen and understand when they express concerns about their child’s development. Equally as important is listening to and addressing any concerns raised by children themselves.

The most important relationship in the school’s educational partnership is between the parent/carer and the class teacher and any discussions about any aspect of a child’s progress or development should always be with the class teacher. Should a parent feel concerned about the provision being made for their child they should therefore always first discuss it with their child’s teacher. Every effort will be made to address the concern at this stage with the involvement of other staff (e.g. The SENDCo) if appropriate. However, in the very unlikely event of this being unsuccessful we have a complaints procedure that is detailed in our complaints policy.

Structured Conversations*

¹For parents with children with additional needs, we hold structured conversations 3 times a year. Two of these meetings coincide with parents’ evenings. However, there is an additional meeting for parents with children with SEN in Term 6. The aim of these meetings is to review the child’s progress against their

¹ *These meetings are similar to parents’ evening meetings but are longer and will often be attended by other significant appropriate adults along with the teacher (e.g. Teaching partners, SENDCo, other professionals).

specific targets (academic and other) on their My Plans, My Plan+ or Educational Health Care Plan (EHCP) and decide the next steps to be taken to continue to accurately meet their individual needs. The views of children are gathered for these meetings so they can take an active role in their learning.

Pupil Voice

At Park Junior School we believe it is vital that children play an active role in their education. We enable them to do this by regularly collecting their views on the curriculum we deliver; giving them opportunities to work with peers and adults to ensure they make the right level of progress; having high expectations of what they can achieve as well as giving them time to reflect upon their own learning, improve it and actively work towards achieving their personalised targets.

My Profile

At the start of every year, every child is given the time to complete a **My Profile**. This document details what is important to them as a person; their hopes and goals, what people like and admire about them and what helps/does not help them. This information means we have a really rounded picture of each child and can use this to plan in learning opportunities that engage our children as well as tailor the support we give to meet their individual needs (both academic and other). The '**My Profiles**' are reviewed throughout the year so children are able to reflect upon their previous comments and make changes, where applicable. New arrivals to the school during the academic year are also given the opportunity to complete a **My Profile** document.

4. Teaching children with SEN

In the Classroom

In order to make progress a child may often need a lesson, and the activities within it, to be adapted to meet their specific needs. This may involve altering the learning that is expected of that child at that time compared to their peers, changing the teaching style, providing different resources or altering how children are grouped during the lesson.

This year, for example, the following resources have been provided, when applicable:

- Individual work stations
- Coloured overlays
- Coloured reading rulers
- Ear protectors
- Stress toys
- Writing guides
- Writing slopes
- Specific pencils and grips
- Ridged rulers
- Individual visual timetables
- Individual social stories
- Relaxation/nurture tent and toys
- Weighted blankets
- Posture aids

Staff experience includes:

- Specific learning difficulties (including autistic spectrum disorder, dyslexia, dyspraxia and attention deficit disorders)
- Physical intervention programmes for gross and fine motor skills e.g. Fizzy.
- Phonics
- Mental Health first aid
- Intervention programs such as Dancing Bears, Rapid Reading and Project Code X, Precision Teaching, pre-teaching and over-learning.

Training

Training of all staff is on-going and flexible in order to meet the current needs of our SEN pupils. Training has been delivered either by the SENDCo or specialists in the subject area.

This year the SENDCo has:

- Attended virtual SENDCo county training sessions
- Liaised with the Advisory Teaching Service (ATS), Educational Psychologist, Speech and Language Therapists and Gloucestershire County Council SEND Casework Team.

Staff meetings have been delivered by either the SENDCo, other staff or visiting experts on:

- Supporting children with Social, Emotional and Mental Health (SEMH) needs.

Teachers have also had the opportunity to work alongside the Educational Psychologist and ATS to further enhance their knowledge and understanding of SEN.

Outside agencies

As required specialist expertise was secured through referrals to:

- Educational psychologist
- General Practitioners
- Paediatricians
- Speech and Language Therapists
- Occupational therapists
- Advisory teachers
- Social care
- School nurse
- Early Help

In addition to this, teachers have had the opportunity to work alongside other professionals which has supported their own skills, knowledge and understanding.

As needed, children receive additional support through intervention within or outside the classroom. The support may be individual or in a small group and will usually occur for a minimum of six weeks but may be for a shorter or longer time. Interventions that have helped children this year include:

- One to one and small group reading, spelling and maths support.
- Nessie (Dyslexia Spelling and Reading Programme).
- Fizzy (a fine and gross motor skills programme).
- Dancing Bears and Precision Teaching interventions
- Social and emotional interventions to develop children's emotional literacy by the Emotional Literacy Support Assistant (ELSA).

5. Assessing and reviewing progress

The SEN Code of Practice Second Edition, 2016 and the Gloucestershire Intervention Guidelines 2016 describe how to manage a graduated response and process which allows a picture of need and support to be built up for each child with SEN. This "Assess, Plan, Do, Review" cyclical identification and intervention process puts parents and children at the heart of every stage so that needs are identified early and appropriate support, help and interventions are put in place to enable all pupils to achieve their full potential ensuring that the gap between them and their peers is closed. This approach is used at Park Junior School and is detailed in our SEN Policy.

The effectiveness of the learning of children with SEN is assessed through our whole school systems of teacher assessments (daily, weekly and termly); termly pupil progress meetings with the Senior Leadership Team and the mapping of the impact of provision.

6. Transitions and preparation for adulthood

This year the Year 2 pupils' transition from the Infant school to our Year 3 has been enabled by: teachers attending lessons to observe teaching and learning in Year 2 to aid decisions made about provision for these children; Year 2 and Year 3 teacher meetings to discuss needs and provision; extra visits to Park Junior School for Year 2 SEND children; a whole class transition morning and Forest School and PSHE sessions.

Transition to secondary school was supported by:

- providing whole class and small group intervention sessions to help prepare children for the move;
- attending summer school sessions with their secondary school

- the Year 6 teachers attending meetings with the Maidenhill SENDCo and the Head of Year 7.

Preparation for adulthood is an integral part of many aspects of our school life. In lessons children learn vital skills including how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way along with an increased understanding and awareness of religious and environmental issue.

7. Inclusion

Inclusion is at the heart of everything we do. Wherever possible every child is included in every activity within the school unless to do so would cause the child distress or discomfort. Through this involvement most of our children make significant progress in their social skills, confidence/self-esteem and physical development. We achieved this through: encouragement, adult support (on a 1:1 basis if necessary), parental engagement and targeted invitations to clubs aimed at developing the whole child. This year highlights have included: the inclusion of SEN children in elections to our School, Eco and Sports councils, in sports day and the successful inclusion of SEN children in extra-curricular sports clubs such as cricket and athletics.

8. Additional emotional, social and pastoral Support

We have trained an **ELSA (Emotional Literacy Support Assistant – Mrs Marshall)** on site; this role enables us to support the emotional needs of our pupils from within our own resources. We know that children and young people learn better and are happier in school if their emotional needs are also addressed. This role enables us to provide programmes of support for pupils who have difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient. This full time role has been developed because more and more of our children need this support to enable them to be in a place to learn. This provision forms part of the package of support we provide to meet the needs

In addition to the social and emotional interventions and activities detailed above, we also support parents through signposting them to outside agencies such as Families First and Children and Young People's Services.

9. Working with other organisations

In order to meet the needs of our SEN children and their families we have extensive contact with other organisations. This can include attending:

- Social Care core meetings and conferences.
- Team around the family meetings for children where extra family support is needed; this typically includes the health visitor, the teacher, the parent, the school nurse, the family support worker, the social worker and a member of the Early Help team.

10. Accessibility Plan

Please see our Accessibility Plan to see detailing the steps we taken to ensure disabled pupils are able to access the school. This includes the following:

- How access will be developed to the physical environment of the site
- How access to all areas of the curriculum offered by the setting will be improved.

11. Contacts

For further information about this report or our SEN Policy please contact our SENDCo:

Mrs Lynne Robbins– Tel: 01453 823108

Our SEN Governor is Mr Chris Poole who may be contacted via the school office.

12. Links

For more information about SEN you may wish to refer to:

- [Park Junior School's SEN Policy](#)
- [Gloucestershire County Council Local Offer](#)
- [Gloucestershire Special Educational Needs and Disability Information, Advice and Support Service](#)
- [Parent Guide on Additional Needs](#)

13. Complaints

Park Junior School's Complaints Policy can be accessed at:

<http://www.parkjuniorschool.co.uk/parents/policies>