

Nevill Road Junior School

Special Educational Needs & Disabilities (SEND) Information Report (Local Offer)

What is the Local Offer?

The Children and Families Bill (2014) requires Local Authorities to publish information on services and provision across the education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below forms our local offer and show how we have, for many years, provided for children with Special Educational Needs and Disabilities.

Definition of SEND, as outlined in the SEND Code of Practice (2015):

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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

How does Nevill Road Junior School know if children need extra help and what should I do if I think my child may have special educational needs?

- We have rigorous monitoring in place to track the progress of our learners. We review children’s progress regularly using a detailed tracking system. Teachers continually assess and review children’s progress, noting areas of improvement and areas where support is needed.
- Our staff are experienced in using data and other forms of assessment to identify any additional needs and to celebrate achievement.
- Assessment details are updated regularly and support is put in place if necessary.
- Parents/carers are encouraged to speak to the class teacher in the first instance about any concerns they have. If necessary class teachers will pass on concerns to the SENDCo. As well as concerns regarding academic needs, parents are encouraged to inform school of any social, emotional or behavioural concerns that they may have. This is also monitored by staff.
- Where an external agency is the initial point of contact, they will inform school of any additional needs / requirements.

How will Nevill Road Junior School support my child?

Classroom teachers are at the heart of the new SEND Support system, driving the movement around the four stages of action with the support guidance of the SENDCo and other specialist staff.

Educational provision is delivered in three stages:

1. Class based quality first teaching.
2. Focused short term intervention, the four stages of which are:
 - **Assess** (what support is needed and why?);
 - **Plan** (targets for the term);
 - **Do** (put plan into action and work towards the agreed targets);
 - **Review** (meet with parents and discuss progress towards targets)
3. Where progress towards targets has been less than expected and concerns still exist, a referral to an outside agency may be made and a specific intervention put in place.

	<p>If concerns still exist after the involvement of external agencies and the use of specific, focused interventions, a referral may be made for an Education Health and Care plan.</p> <ul style="list-style-type: none"> • Our Governors work with the Head teacher, SENDCo and staff to monitor the quality of our special educational needs provision. • All interventions we put in place are recommended by Stockport Local Authority. • On transition to a new class or school, all information will be shared with staff. Additional transition support is given to children with SEND where appropriate. • A regular review cycle is followed where targets are considered and assessed. Where a specific programme of intervention has been followed, parents are invited to attend review meetings and are welcome to come in for informal talks at other times to discuss the progress of their child.
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • All children are taught following the National Curriculum 2014. • Differentiation is embedded into our curriculum and practice. • We have regular meetings where we monitor the progress of our children and consider the next steps. • Class based quality first teaching is monitored by year group and phase leaders and the curriculum is adapted to meet individual needs where necessary.
<p>How can I work with the school to support my child's learning?</p>	<ul style="list-style-type: none"> • At meetings (and through other means) we discuss how families can support their child at home to enable progress at school. This may include supporting your child with any individual targets relating to their additional needs. • Attending meetings regarding your child's progress. • Involvement in setting targets. • Informing school of any changes regarding home circumstances.
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. • All staff are aware of medical needs and a number of named staff are regularly trained to support medical needs. We also have staffed trained in first aid. • <i>See school medical policy for further details.</i> • All staff follow the same procedures for rewards and sanctions. Please refer to the school's behaviour policy for specific information. Children may have individual reward programs to enable them to meet their specific needs. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Attendance rates at our school are above national expectations.
<p>What training are staff given in order to support children with SEND?</p>	<ul style="list-style-type: none"> • SENDCo. • Training provided by external agencies where appropriate. Training needs are evaluated regularly. • Staff are regularly updated on matters pertaining to Special Educational

	<p>Needs and Disabilities during staff meetings.</p> <ul style="list-style-type: none"> Teaching assistants also receive training to enable them to support children with SEND.
Is there a range of services that the school can liaise with?	<p>We have access to a range of specialist support services:</p> <ul style="list-style-type: none"> <i>Educational Psychology</i> <i>Speech and Language Therapy</i> <i>Learning Support Service</i> <i>Occupational Therapy</i> <i>Primary Inclusion</i> <i>Primary Jigsaw</i> <i>IASS (Information, Advice and Support Services network - previously known as Parent Partnership)</i> <i>Youth Offending Team</i> <i>Sensory Support Service</i> <i>School Age Plus worker</i> <i>School Nurse</i> <i>Schools link social worker</i> <i>Behaviour Support Service</i> <i>HYMs (Healthy Young Minds)</i> <i>ASD Team (Autistic Spectrum Disorder)</i> <i>Ethnic Diversity</i> <p>All referrals to outside agencies will be discussed with parents before referrals are sent.</p>
How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> Our SEND Policy promotes the involvement of all our learners in all aspects of the curriculum, including activities outside of the classroom. Where there are concerns of safety and access further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. Where there are specific needs, parental involvement is encouraged to allow inclusion as much as possible.
How accessible is the school environment?	<ul style="list-style-type: none"> Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. We liaise with the Ethnic Diversity Service who assist us in supporting our families with English as an additional language.
How will the school prepare my child for joining the school and transferring to a new school?	<ul style="list-style-type: none"> We encourage all new children to visit the school prior to starting so that they can be shown round and become acclimatised to the new surroundings. Upon transition from the Infant school: <ul style="list-style-type: none"> - parents are invited to visit the school and meet with the Head teacher and teaching staff. - Year 3 teaching staff meet with teaching staff from the infant school to share information about the children. - the Year 2 children visit the school and spend time with their new teacher in their new class before the end of the summer term. The SENDCo meets with the SENDCo from the Infant school to ensure that all the relevant information regarding children with SEND is passed on. Upon transition to Secondary School: <ul style="list-style-type: none"> - Children with Education Health and Care plans (EHCPs) will have a transfer review meeting during Year 5, and again in Year 6, to which their preferred secondary school SENDCo will be invited. The SENDCo liaises with relevant Secondary Schools and all information and data is transferred to the Secondary school SENDCo at the end of Year 6. Additional visits for pupils can be facilitated where necessary to aid transition. If necessary, Teaching Assistants can accompany children on these visits.
How are Nevill Road Junior School's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> Our finances are monitored regularly by the Governors' Resources Committee and we utilise resources to support the strategic aims of our setting as well as the needs of individual learners. We ensure that all children with SEND have their needs met to the best of the school's ability with the funds available.

	<ul style="list-style-type: none"> We have a team of Teaching Assistants (TAs) who are deployed to support children on an individual or group basis in order to best meet their needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving a TA.
How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> Quality first inclusive practice is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their family. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo oversees all additional support and updates are shared regularly with the SEND Governor.
How are parents involved at Nevill Road Junior School? How can I be involved?	<ul style="list-style-type: none"> We operate an open door policy. We take every opportunity to strengthen this dialogue and parents are invited to contribute through a number of means. We host regular parents' evenings and events. Our governing body includes parent governors and each full governing body meeting is open for parents to attend as observers.
Who can I contact for further information?	<ul style="list-style-type: none"> In the first instance we would encourage parents/carers to talk to their child's class teacher. If necessary further information can be obtained from the SENDCo. Mrs Steed. The school has a Learning Mentor. Mrs Jackson. The SEND policy is on our website. Stockport MBC at www.stockport.gov.uk Contact IASS (Independent Advice and Support Services) at www.iassnetwork.org.uk Stockport Local Offer page https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page
How are the governors involved and what is their responsibility?	<ul style="list-style-type: none"> There is an identified SEND governor (Richard Reece). Termly meetings of the Governing body.
How does the school manage the administering of medicines?	<ul style="list-style-type: none"> Please refer to the school medical policy.
What support is there for behaviour, avoiding exclusions and increasing attendance?	<ul style="list-style-type: none"> Liaison between SENDCo and Behaviour Support Services Staff training on planning for and managing behaviour Liaison between SENDCo and Stockport SEND Office Use of Individual Behaviour Plans Use of My Plans – school staff have been trained in Team Teach Consistent use of the behaviour policy by all staff Liaison between school and the link social worker / school age plus worker Focused intervention work led by Mrs Jackson (Learning Mentor) Flexible use of Education Health and Care Plan funding where appropriate to allow for alternative curriculum provision <i>Please refer to the school's behaviour and discipline policy and Anti-bullying policy for further information.</i>
How will my child be able to contribute their views?	<ul style="list-style-type: none"> Children are asked what they think they are good at and how they would like to improve when staff are writing SEND Support plans. Children with Education Health and Care plans are invited to attend review meetings (where appropriate) and give verbal / written feedback.
How will I know if the provision has had an impact on my child's development?	<ul style="list-style-type: none"> Teachers will discuss any short-term intervention programmes with parents before and after completion, and these may also be referred to during parents' evenings. Longer term interventions for children with Education Health and Care plans will also be discussed at review meetings.