

# Nevill Road Junior School (2020)

## 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:*  
*o has a significantly greater difficulty in learning than the majority of others of the same age, or*  
*o 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 SEND Support system, driving the movement around the four stages of action with the support guidance of the SENDCo and other specialist staff. The guidance outlined in the Entitlement Framework is used to ensure that the needs of all children are met.

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

	<p>still exist, a referral to an outside agency may be made and a specific intervention put in place.</p> <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"> <li>• Our Governors work with the Head teacher, SENDCo and staff to monitor the quality of our special educational needs provision.</li> <li>• All interventions we put in place are recommended by Stockport Local Authority.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> <li>• All children are taught following the National Curriculum 2014.</li> <li>• Differentiation is embedded into our curriculum and practice.</li> <li>• We have regular meetings where we monitor the progress of our children and consider the next steps.</li> <li>• Class based quality first teaching is monitored by year group and phase leaders and the curriculum is adapted to meet individual needs where necessary.</li> </ul>
<p>How can I work with the school to support my child's learning?</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Attending meetings regarding your child's progress.</li> <li>• Involvement in setting targets.</li> <li>• Informing school of any changes regarding home circumstances.</li> </ul>
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• <b><i>See school medical policy for further details.</i></b></li> <li>• 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</li> </ul>

	<p>specific needs.</p> <ul style="list-style-type: none"> <li>We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Attendance rates at our school are above national expectations.</li> </ul>
What training are staff given in order to support children with SEND?	<ul style="list-style-type: none"> <li>SENDCo has recently achieved The National Award for SEN Coordination (NASENCO) which is a statutory requirement.</li> <li>Training provided by external agencies where appropriate. Training needs are evaluated regularly.</li> <li>Staff are regularly updated on matters pertaining to Special Educational Needs and Disabilities during staff meetings.</li> <li>Teaching assistants also receive training to enable them to support children with SEND.</li> </ul>
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"> <li><i>Educational Psychology</i></li> <li><i>Speech and Language Therapy</i></li> <li><i>Learning Support Service</i></li> <li><i>Occupational Therapy</i></li> <li><i>Physiotherapy</i></li> <li><i>Primary Inclusion</i></li> <li><i>Primary Jigsaw</i></li> <li><i>IASS (Information, Advice and Support Services network - previously known as Parent Partnership)</i></li> <li><i>Youth Offending Team</i></li> <li><i>Sensory Support Service</i></li> <li><i>School Age Plus worker</i></li> <li><i>School Nurse</i></li> <li><i>Schools link social worker</i></li> <li><i>Behaviour Support Service</i></li> <li><i>HYMs (Healthy Young Minds)</i></li> <li><i>ASD Team (Autistic Spectrum Disorder)</i></li> <li><i>Ethnic Diversity</i></li> </ul> <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"> <li>Our SEND Policy promotes the involvement of all our learners in all aspects of the curriculum, including activities outside of the classroom.</li> <li>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.</li> <li>Where there are specific needs, parental involvement is encouraged to allow inclusion as much as possible.</li> </ul>
How accessible is the school environment?	<ul style="list-style-type: none"> <li>Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010.</li> <li>We value and respect diversity in our setting and do our very best to meet the needs of all our learners.</li> <li>We liaise with the Ethnic Diversity Service who assist us in supporting our families with English as an additional language.</li> </ul>
How will the school prepare my child for joining the school and transferring to a new school?	<ul style="list-style-type: none"> <li>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.</li> <li>Upon transition from the Infant school: <ul style="list-style-type: none"> <li>parents are invited to visit the school and meet with the Head</li> </ul> </li> </ul>

	<p>teacher and teaching staff.</p> <ul style="list-style-type: none"> <li>- Year 3 teaching staff meet with teaching staff from the infant school to share information about the children.</li> <li>- 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.</li> </ul> <ul style="list-style-type: none"> <li>• The SENDCo meets with the SENDCo from the Infant school to ensure that all the relevant information regarding children with SEND is passed on.</li> <li>• Upon transition to Secondary School: <ul style="list-style-type: none"> <li>- 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.</li> </ul> </li> <li>• 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.</li> <li>• Additional visits for pupils can be facilitated where necessary to aid transition.</li> <li>• Specialist services such as the Behaviour Support Service, the Autism team or Inclusion may also support the transition process. If necessary, Teaching Assistants can accompany children on these visits.</li> </ul>
<p>How are Nevill Road Junior School's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• We ensure that all children with SEND have their needs met to the best of the school's ability with the funds available.</li> <li>• 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 and additional resources.</li> </ul>
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>How are parents involved at Nevill Road Junior School? How can I be involved?</p>	<ul style="list-style-type: none"> <li>• 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, such as workshops, forums, open days and as volunteers. 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.</li> </ul>
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> <li>• In the first instance we would encourage parents/carers to talk to their child's class teacher.</li> <li>• If necessary further information can be obtained from the SENDCo. <b>Mrs Jenni Steed.</b></li> <li>• The school has a Learning Mentor, <b>Mrs Lynne Jackson</b></li> <li>• The SEND policy is on our website.</li> <li>• Stockport MBC at <a href="http://www.stockport.gov.uk">www.stockport.gov.uk</a></li> <li>• Stockport's Local Offer Page has a wealth of information <a href="https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page">https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page</a></li> <li>• Contact IASS (Independent Advice and Support Services) at <a href="http://www.iassnetwork.org.uk">www.iassnetwork.org.uk</a></li> </ul>

How are the governors involved and what is their responsibility?	<ul style="list-style-type: none"> <li>• There is an identified SEND governor (<b>Liz Owen</b>).</li> <li>• Termly meetings of the Governing body.</li> <li>• At least termly meetings with SENDCo and SEND Governor</li> </ul>
How does the school manage the administering of medicines?	<ul style="list-style-type: none"> <li>• Please refer to the school medical policy.</li> </ul>
What support is there for behaviour, avoiding exclusions and increasing attendance?	<ul style="list-style-type: none"> <li>• Liaison between SENDCo and Behaviour Support Services</li> <li>• Staff training on planning for and managing behaviour</li> <li>• Liaison between SENDCo and Stockport SEND Office</li> <li>• Use of Individual Behaviour Plans</li> <li>• Use of My Plans – school staff have been trained in Team Teach</li> <li>• Consistent use of the behaviour policy by all staff</li> <li>• Liaison between school and the link social worker / school age plus worker</li> <li>• Focused intervention work led by Mrs Jackson (Learning Mentor)</li> <li>• Flexible use of Education Health and Care Plan funding where appropriate to allow for alternative curriculum provision</li> <li>• <i>Please refer to the school's behaviour and discipline policy and Anti-bullying policy for further information.</i></li> </ul>
How will my child be able to contribute their views?	<ul style="list-style-type: none"> <li>• Children are at the heart of everything we do. It is their lived experience. They are asked what they think they are good at and how they would like to improve when SEND Support plans are created. Children with Education Health and Care plans are invited to attend review meetings (where appropriate) and give verbal / written feedback.</li> </ul>
How will I know if the provision has had an impact on my child's development?	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

## Update to SEN Information report in relation to COVID 19

The situation in which we find ourselves is fast-moving; as such, please note that this report is based on information available on 7.4.2020 and is subject to change.

What are the entitlements of children and young people with SEN when schools are closed due to Coronavirus?	<p>All schools have been ordered to effectively close, retaining a skeleton staff to provide education for the children of key workers, and 'vulnerable children.'</p> <p>'Vulnerable children' include those who have a social worker and those with an Education Health Care Plan (EHC plan). <b><i>The majority of children with SEN, who receive SEN Support at school but do not have an EHC plan, would be expected to stay home, if it is safe to do so, unless they have a social worker or a parent/carer who is a key worker.</i></b></p>
What does this mean for my child who has an EHC plan?	<p>Government guidance published on 22nd March states: <i>We expect most children and young people with EHC plans will fall into the following categories:</i></p> <ul style="list-style-type: none"> <li>• <i>children and young people who would be at significant risk if their education, health and care provision and placement did not continue, namely those who could not safely be supported at home. This may include those with profound and multiple learning difficulties, and those receiving significant levels of personal care support.</i></li> <li>• <i>children and young people whose needs can be met at home, namely those who are not receiving personal care from their educational setting, or</i></li> </ul>

	<p><i>whose limited need for personal care can be met in their family home.</i></p> <p>On 24 March 2020, the Minister for Children and Families, Vicky Ford, wrote an open letter to children and young people with SEN, their parents/carers and families, and all others who support them. In this letter, the Minister makes clear that:</p> <ul style="list-style-type: none"> <li>• <i>“[...] nurseries, schools, special schools, colleges and other training providers should undertake a risk assessment to establish the individual needs of each child or young person with an Education, Health and Care (EHC) plan. This assessment should incorporate the views of the child or young person and their parents. This will inform the decision about whether they should continue in school or college, or whether their needs can be met at home safely.</i></li> <li>• <i>If needs are best met at schools or colleges, we will support their school or college to meet their needs, wherever possible. For those on SEN support, schools, colleges and local authorities have discretion to use the same risk judgement to decide whether home or school is the safest setting for these children. It is, however, important that as many children as possible remain at home during this time in order to help reduce transmission rates.”</i></li> </ul> <p><b>In addition to the risk assessments noted above (to be carried out by schools), all families with children who attend Stockport schools and have an EHC plan will have received a welfare phone call from Stockport LA SEND team by 17<sup>th</sup> April.</b> These calls are to check that families can access appropriate help and advice during the Covid-19 situation and to ensure that any risks to a child or young person’s health, wellbeing or safety if they do not receive a particular provision or intervention, are addressed.</p>
<p>My child has an EHC plan - do I have to send them in to school?</p>	<p>Despite schools staying open for some children, the guidance is quite clear: <b><i>‘If it is at all possible for children to be at home, then they should be.</i></b></p> <p>Under the Coronavirus Act, the criminal penalty for parents failing to send their children to school will be temporarily dis-applied. (N.B. At the time of writing, the Secretary of State has not yet officially made the order under the Coronavirus Act ordering schools to close and thereby dis-applying the criminal penalty, but we anticipate this will happen very soon).</p>
<p>My child has an EHC plan - does the local authority still have a legal duty to deliver provision?</p>	<p>From a legal perspective this remains the case. However, given the likely significant disruption to staffing, it may be very difficult for schools or local authorities to deliver the precise provision in the EHC plan over the next few weeks. The Government has just passed the Coronavirus Act 2020 which contains two key amendments to the law:</p> <p>The absolute duty to make the provision in an EHC plan (section 42 of the Children and Families Act 2014) has been temporarily amended to a lesser duty to use <b>‘reasonable endeavours’</b>. <b>This means that during the specified period the LA needs to do whatever it reasonably can to put provision in place, but if they cannot do so, they would not necessarily be breaching the law.</b></p> <p>The duty on schools to admit a child where the EHC plan names that school (section 43 of the Children and Families Act 2014) can be temporarily dis- applied.</p> <p>As a school, we will continue to keep in touch with you. In the meantime, as parents/carers please contact Jenni Steed at <a href="mailto:jenni.steed@neville-road-jun.stockport.sch.uk">jenni.steed@neville-road-jun.stockport.sch.uk</a> if you have any enquiries about the provision for your child including how we can help with any therapy plans for your child.</p> <p><b>Again, if there could be a risk to your child or young person’s health, wellbeing or safety if they do not receive a particular provision or intervention, please raise</b></p>

	<b>this with us without delay.</b>
My child has an EHC plan and was due to have an annual review. What will happen now?	<p>Under the Coronavirus Act, the requirement to carry out annual reviews can also be temporarily disapplied where this is considered to be “<i>appropriate and proportionate</i>”. (The order bringing this into effect has not yet been made but we expect it to happen imminently.)</p> <p>However, currently schools will continue to hold annual reviews if at all possible. This will of course need to be carried out remotely and we will speak to you first about how this will be managed to ensure that the contribution of parents and children/young people continue to be at the heart of the process.</p>
A request for statutory assessment has been sent in for my child - do the LA still need to carry out EHC needs assessments?	<p>Although the Minister’s open letter suggests that the government will be seeking to amend regulations on the timescales for EHC plan processes where this is appropriate because of COVID-19 as yet, no order has been passed to this effect.</p> <p>Stockport LA will continue to carry out any EHC needs assessments. On a practical basis, the LA’s ability to comply with deadlines may be occasionally hampered by staff absence and the way EHC needs assessments are conducted may be affected by the availability of staff and restrictions on face to face contact and working from home. However, Stockport LA will endeavour to continue to fulfil statutory duties; we can obtain information and advice and conduct virtual meetings; as such decisions about whether or not to assess will continue to be made as far as is reasonably possible.</p>
My child has an EHC plan and is still attending school - how will my child’s learning be supported at school?	It is important to note the school will not be providing a full curriculum; they will be providing care for the children and incorporating education provision and a range of activities, but this will NOT be fully in line with a child’s EHC provision.
How can I support my child’s learning at home?	<p>If your child has an identified SEN (EHCP or SEN Support), the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:</p> <ul style="list-style-type: none"> <li>• suggesting different ways in which children can present their work;</li> <li>• giving more detailed instructions;</li> <li>• providing parents with suggestions to make tasks more practical in nature;</li> <li>• providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.</li> <li>• School has a number of resources available to help you support your child at home during this period. [Add personalised school details here]</li> <li>• There are also some helpful resources on Stockport’s local offer:</li> <li>• <a href="https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=zPgonwIQaX0">https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=zPgonwIQaX0</a></li> </ul>
How can I help my child cope with the changes?	<p>We understand that this is a significant change for many families. Please give yourself time to adjust to this new routine and above all, do not place too much pressure on yourself or your child to complete schoolwork. Maintaining positive mental health and emotional wellbeing is very important. There are some helpful resources on Stockport’s local offer:</p> <p><a href="https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=zPgonwIQaX0">s://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=zPgonwIQaX0</a></p>
How long are schools likely be closed?	At this stage no-one is able to say exactly how long schools will stay closed, though it seems clear it’s more likely to be a matter of months rather than weeks, depending on how the pandemic progresses. Mr Williamson told MPs he would be “ <i>guided by scientific and medical advice</i> ” on reopening.
What plans will be made for	We know that any transitions, especially for many of our children with SEN, can be

<p>re-integration and transition to new classes/schools</p>	<p>stressful and needs to be well planned, in advance, and should not be introduced abruptly. We understand that re-integration back in to school and/or transition to a new class or school is going to be made even more challenging following the current situation. Furthermore, we know that children's reactions to returning to school will vary greatly and some children will need much more additional support.</p> <p>As such, our aim is to plan carefully for transition and reintegration and work closely with you as parents/carers to help prepare your child/children and guide them through these transitions carefully. The Local Authority are currently planning guidelines and processes which we will then adapt for our school and to meet the needs of your child. Once these guidelines are agreed, we will be in touch with all parents/carers, including discussing any bespoke planning for individuals. As such, although we can't tell you what the plans for transition will look like just yet, advice will be available from the LA by the end of April and as a school, we will then be in touch to begin the planning process with you as parents/carers.</p>
<p>Who can I contact?</p>	<p>We realise that these are difficult times for everyone. If you have any concerns or queries please contact <b>Jenni Steed (SENDCo)</b> on <a href="mailto:jenni.steed@nevillroad-jun.stockport.sch.uk">jenni.steed@nevillroad-jun.stockport.sch.uk</a></p> <p><b>Helpline for families</b>_ The 'COVID-19 Stockport Community Helpline' will help people most in need - who do not have friends or family to support them – to access key services that will help keep them safe and well by calling <b>0161 217 6046</b>, Monday to Friday, from 9am to 5pm and on Saturdays from 10am to 4pm.</p> <p><b>SHOUT service</b> is a mental health service available 24hrs/7 days a week. Text <b>GMStockport</b> to <b>85258</b></p> <p><b>Useful local links:</b></p> <p><b>Stockport Local Offer:</b>  <a href="https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=zPgonwIQaX0">https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=zPgonwIQaX0</a></p> <p><b>PACTS (parents and carers together Stockport):</b> <a href="http://pactstockport.co.uk/">http://pactstockport.co.uk/</a></p>
<p>Further useful information</p>	<p>The Council for Disabled Children (CDC) has launched two new email inboxes aimed to answer questions, collate resources and share information on Coronavirus and the impact on children and young people with Special Educational Needs and Disabilities (SEND). They are designed to be used by professionals, practitioners, parent carers and families of children and young people with SEND.</p> <p>The new 'CDC questions' inbox, <a href="mailto:CDCquestions@ncb.org.uk">CDCquestions@ncb.org.uk</a> , provides the opportunity to ask questions about how coronavirus will impact on children and young people with SEND as well as other questions relating to the impact on families; the education, health, social care sectors; and the voluntary and community sector. The CDC will collate Frequently Asked Questions (FAQs) and share them with the Department for Education and Ministers as appropriate, in order to publish an FAQs newsflash each Friday.</p> <p>The 'CDC resources' inbox, <a href="mailto:CDCresources@ncb.org.uk">CDCresources@ncb.org.uk</a>, is designed to enable parent carers, sector professionals and practitioners to share resources, to support families of children and young people with SEND and practitioners across the disabled children's sector. The CDC will add these resources to their COVID-19 Support and Guidance webpage: <a href="https://councilfordisabledchildren.org.uk/news-opinion/news/covid-19-support-and-guidance">https://councilfordisabledchildren.org.uk/news-opinion/news/covid-19-support-and-guidance</a></p>