

Wavell Community Junior School SEN information report

Code of Practice 6.79

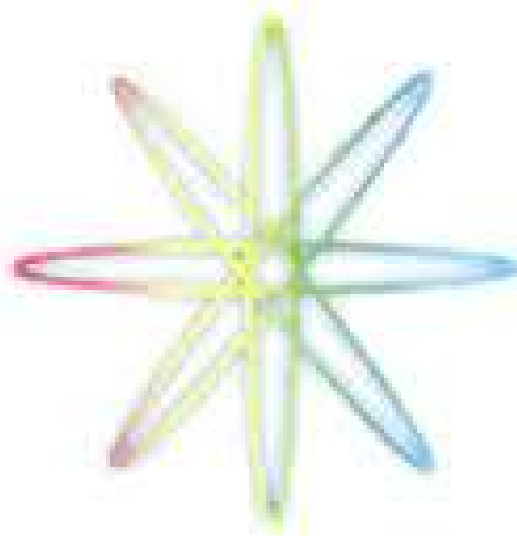
'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>



Wavell Community Junior School

SEN information report

Date- 2016

Link to SEN Policy (<http://www.wavell-jun.n-yorks.sch.uk/sen/>)

Governors should describe:

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
1 What kinds of SEN are provided for in your school? All children are welcomed to Wavell Junior School regardless of need.	Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.
2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?	
The SENCo at Wavell Junior School is Mrs V Green. She can be contacted	The name and contact number of the SENCo should be readily

<p>through school by either visiting the school office and making an appointment, telephoning the school on (01748] 832298 or e-mailing admin@wavell-jun.n-yorks.sch.uk</p> <p>For children who require additional support an individual provision map (IEP) will be written which outlines the interventions that have been put in place and also the outcomes hoped for as a result.</p> <p>For any child who requires higher levels of support a referral may be made for a statutory assessment in the form of an EHCAR.</p>	<p>available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-</p> <ul style="list-style-type: none"> • details of any strategies being used to support your child in class; • details of any extra support or interventions for your child • your child’s learning targets and their long term desired outcomes • the next date when your child’s progress will be reviewed. <p>Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.</p>
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3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child’s education?

<p>At Wavell Junior School we operate an open door policy and parents are always welcome to pop in and speak to the class teacher, SENCo or head teacher about their child. If they are not immediately available a meeting can always be scheduled to happen as early as possible.</p> <p>Class teachers meet with or speak to parents with children with SEND regularly (at least 4 times a year when assessment windows occur) to discuss their child’s progress towards their targets and what aspirations we and their child has for the future.</p> <p>Some children have more bespoke arrangements for consulting with parents. For example a home school book, regular emails etc depending on the level of need.</p> <p>Class teachers support and guide all parents about how best to support their child in assertive mentoring meetings (held four times a year) and in any requested 1:1 meetings that may be scheduled throughout the year.</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child’s needs is essential to support the school in making the best provision for them. This should also take account of your and your child’s hopes, personal goals and interests.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • more regular meetings to update you on your child’s progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child’s learning at home.
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<p>4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?</p>	
<p>Wavell Junior School has an active school council that is led by Mrs C Paylor. The school council meet regularly throughout the year and gather children's views and opinions on a wide range of aspects of school life. Any child who has an individual provision map is met with on a 1:1 basis at least 4 times a year when the map is being written (more frequently if the map is written more regularly). During this 1:1 session the children's likes and dislikes are discussed and noted down. The children's targets are also explained to them and they share their views on the targets. Before any meeting held for/about a child the SENCo meets with the child and gathers their views. These views are then, with the permission of the child, shared at the meeting so the young person has a voice in a meeting it may not be appropriate for them to attend.</p>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
<p>5. What arrangements are in place for assessing and reviewing children and young <i>people's progress towards outcomes</i>. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review</p>	
<p>At Wavell Junior School we have high aspirations for all pupils including those with SEND. We monitor all children closely to ensure they are making good progress both against the national curriculum requirements and with their personal targets. All class teachers meet with the head teacher and the SENCo for a 'pupil progress meeting' following each assessment window. During these meetings progress of children is scrutinised and any child who is not making progress in line with what is expected is picked up and support put in place where necessary. Children with SEND all have an individual provision map which outlines their progress, both against the national curriculum in line with the schools assessment policy and against any personal targets and the assessments used associated with these. Progress is discussed with all parents during assertive mentoring meetings which happen four times a year, where progress against an individual provision map when these are discussed with both children and parents.</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>

<p>If a parents ever has a concern about how their child is progressing all class teachers welcome them to come into school to discuss their concerns and any actions that needs to be taken.</p>	
<p>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>	
<p>At Wavell Junior School children move regularly due to its military nature. When a child with SEND moves to another school staff involved with the child liaise closely with members of staff at the new school and all relevant paper work is shared ahead of the move to ensure that there is time for clarifications to be sought prior to their move.</p> <p>For a child with SEND moving to secondary school an enhanced transition will be set up if deemed necessary. This will consist of several meetings with the new school to ensure they are aware of all provision a child will need. Visits will also be arranged for the child in addition to usual moving up days.</p>	<p>Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.</p>
<p>7. What is you School’s approach to teaching children and young people with SEN?</p>	
<p>At Wavell Junior School we strongly believe that the most effective way to support children is by providing high quality teaching. We identify additional needs in the classroom quickly and make adjustments where necessary to meet these needs and ensure that support is in place to enable progress to be made.</p> <p>Every classroom at Wavell Junior School has teaching assistant support for at least the morning sessions, when numeracy and literacy is taught. Most classrooms also have a teaching assistant for the afternoon sessions, when foundations subjects are taught.</p> <p>We use a wide variety of evidence based interventions at Wavell to support children with their learning and social needs. Most of these interventions are provided in small groups, however some are offered on a 1:1 basis. Interventions are mainly delivered by teaching assistants however, some are delivered by teachers.</p> <p>Children’s individual provision maps detail which interventions they are taking part in, when and how often these happen and who leads them.</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons</p> <p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for

<p>Interventions never take place during class numeracy and literacy lessons unless absolutely necessary.</p>	<p>how many weeks;</p> <ul style="list-style-type: none"> • who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
<p>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</p>	
<p>All staff at Wavell Junior School have been involved in producing whole school provision maps that detail all of the adaptations that are made for the four areas of SEND. These maps can be found at- http://www.wavell-jun.n-yorks.sch.uk/sen/</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
<p>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</p>	
<p>The school's SENCo, Mrs V Green, regularly attends network meetings and training courses as well as liaising with other SENCos.</p> <p>Staff attend relevant training to ensure that they can provide children with SEND a broad learning experience. This training may be provided off site, within school by outside agencies or provided by the SENCo.</p> <p>If any member of staff is working with children or a child with specific needs additional training will be sought/provided to ensure they can provide the most appropriate support.</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>
<p>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	

<p>All children with SEND access the curriculum and are assessed in line with the schools assessment policy. Progress made against the curriculum is assessed through formal assessment four times a year and these results are shared with parents at assertive mentoring meetings. If any parents would like information in addition to what is provided at this meeting they are welcomed to meet with the class teacher.</p> <p>Children who are participating in any intervention or and receiving additional support with be assessed further. Every child is assessed using an appropriate method prior to an intervention taking place and then assessed regularly throughout (every six to eight weeks) to ensure that progress is being made. If progress is not being made or it is deemed to be slow then the provision provided will be changed. These additional assessments are noted on children’s individual provision maps and are discussed with parents when these maps are shared.</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a ‘learning conversation’.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
<p>11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</p>	
<p>All children are welcomed to take part in extracurricular activities and all clubs provided are very popular.</p> <p>All children take part in school trips and where required extra adults attend to make this an enjoyable experience for all.</p>	<p>The school’s policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
<p>12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</p>	
<p>At Wavell Junior School there are a wide range of interventions that take place that support children’s self-esteem and their emotional wellbeing e.g- nurture groups and lego therapy sessions.</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>

<p>We have a clear anti-bullying policy in school and a behaviour policy which runs alongside it.</p> <p>Mrs L Garbutt is the school's learning mentor and provides additional support to any children who may require it. This is the case for both the bullied children as well as the bullies themselves.</p> <p>The school council ensure that children's views are taken forward and we regularly seek the children's opinions.</p>	
<p>13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</p>	
<p>As a school we work very closely with a variety of outside agencies including the educational psychologists, the speech and language therapist, the SSA autism team and enhanced mainstream schools. Due to the high mobility of the children at Wavell the agencies with whom we work change regularly.</p> <p>Support from other agencies is able to bring a more specialised perspective to the child's development and well-being and can bring about a positive change for the child.</p> <p>Outside agencies would not become involved with a child without the consent of the parents so a discussion would always take place between the teacher/SENCo and parents before they became involved.</p> <p>After an assessment is carried out by a specialised teacher their role may vary depending on the needs identified. This could range from strategies for the class teacher to develop in class, strategies for a teaching assistant to implement or the specialist teacher coming into school to deliver an intervention themselves.</p>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p>
<p>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	
<p>Wavell Junior School has two SEND governors who work together and these can be contacted through the school office.</p> <p>We have a clear complaints policy in school which can be found at- http://www.wavell-jun.n-yorks.sch.uk/policies/ or requested at the school office.</p> <p>All complaints are endeavoured to be dealt with quickly so that both parties are satisfied with the outcome.</p>	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>