



Special Educational Needs Information Report for Hollybrook Junior School

2015-2017

Introduction

Welcome to our Special Educational Needs (SEN) information report which should be read in conjunction with our Local Offer. 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 or the proprietor's policy for pupils with SEN. The information published must be updated annually.

At Hollybrook Junior School we are committed to working together with all members of our school community and our Multi-Academy Trust; Jefferys Education Trust (JET).

Name of SEN Governor: Lisa Richardson

Name of Special Educational Needs Co-ordinator (SENCO): Ali Varcoe-Baylis

Name of Head: Jane Wood

Hollybrook Junior School is a mainstream school, with currently 211 children on roll. Around 10 % of children are identified as having a special educational need.

The majority of children identified with a special educational need, have been identified by the SENCO, Miss Varcoe-Baylis, because they are at a point in their learning that is significantly lower than other children in their year group. If a need has been identified in this way, in reading, writing or maths, then appropriate intervention is put in place and monitored, so that children can make accelerated progress and catch up with the rest of their year group. Interventions usually last for a limited period of time, and their effectiveness is monitored (more information can be found below). If your child has been identified as having a special educational need in a core area, then your child's class teacher or Miss Varcoe-Baylis can discuss this with you. Miss Varcoe-Baylis is available to discuss any specific issues related to SEN on Thursday's and Friday's. She can be contacted on 02380772781.

Some children may have a special educational need that has been identified by an outside agency. These can include diagnoses of autism or ADHD. These needs cannot be diagnosed by the school, but we are able to support an assessment that may lead to a diagnosis. Please speak to Miss Varcoe-Baylis if you are considering this for your child.

Our Approach to Teaching Learners with SEN

At Hollybrook Junior School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy.

Our school improvement plan is about developing outstanding learning for all and details our planned continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

How we identify SEN

At different times in their school career, a child or young person may have a special educational need. The Special Education Needs and Disabilities (SEND) Code of Practice defines SEN as:

"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age.**
- (b) Have a disability which prevents or hinders them 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.**

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Hollybrook Junior School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our current SEN profile for 2016-17 shows that we have 9.5% of children identified as having SEN, and 1% of those have an Education Health and Care Plan and 1% have a Statement.

Assessing SEN at Hollybrook Junior School

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Hollybrook Junior School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. The SENCO will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our school and multi-academy, we have access to various specialist services such as Speech and Language, Educational Psychologists and an Educational Welfare Officer.

We also employ Teaching Assistants who deliver the interventions in the provision map as co-ordinated by our SENCO.

What we do to Support Learners with SEN at Hollybrook Junior School

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Hollybrook Juniors are proud of our Teachers and their development.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Adaptions to the school environment
- Positive behaviour rewards system

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which describes the interventions and actions that we undertake at Hollybrook Junior School to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

At Hollybrook Junior School we share our experiences and interventions across the JET Academy to demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in JET, ensuring equality of opportunity.

Improving emotional and social development is also an important part of the work done at Hollybrook Junior School. The school employs 2 ELSAS (Emotional literacy support assistants) and they work with children on a range of issues. Recently, this has included improving self-esteem, managing feelings and emotions, developing friendship skills and dealing with family loss. This work is treated as part of the normal interventions we offer in the school. As well as structured ELSA time, children are encouraged to talk to trusted adults in the school about any issues that concern them. Children who have SEN and may have specific needs in emotional and social development will have extra pastoral support time as needed.

Funding for SEN

Hollybrook Junior School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in a SEN memorandum.

The JET schools are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Hollybrook Junior School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) or Statement, the same termly review conversations take place, but the EHC plan/Statement will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We also take part in moderation activities with Academy schools and schools outside the Academy so we can ensure that our judgements stand up to scrutiny. Our school data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Hollybrook Junior School in 2015-16 we are offering a range of additional clubs and activities. We are committed to making reasonable adjustments to ensure participation for all.

All staff at Hollybrook Junior School have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

How parents and children are involved

Parents' evenings are held regularly and are an ideal time to discuss a child's specific needs and progress. Children who have a Statement of Special Needs or an Education, Health and Care Plan also have regular reviews, to which parents are invited. If outreach work has been requested by a specialist school, then a review is also held at the end of the work.

Pupils are also consulted to gain their views. This may be more formally as part of the annual review process, or less formally in target setting. If a behaviour plan is put in place, each child has an opportunity to contribute towards this, by discussing targets and rewards.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Hollybrook Junior School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with the learner and their parents/carers at their summer term review meeting. Transition from infant schools and to senior schools will be discussed in the summer term, to ensure time for planning and preparation.

Transition is often a challenging time for many pupils, and moving class, building or school can be difficult. If your child finds change difficult, then support in the form of social stories and extra visits can be provided.

Have your say

Hollybrook Junior School is a community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess, plan, do and review' provision for SEN.

Concerns arising

Despite our best efforts, there are times when things don't go as smoothly as we would like for your child. We do encourage parents to communicate with us regularly, so that any difficulties can be rectified as soon as possible. Southampton Information, Advice and Support service is also available as an independent service for parents of children with SEN, who feel that they need extra advice and support regarding their child's education. They can be contacted on 023 8055 7607.