

# Howbridge Church of England Junior School

## Information Report 2020 - 2021



<b>Requirement</b>	<b>School response and analysis of our provision and its impact</b>
School Ethos for SEND	<p>Our ethos at Howbridge Church of England Junior School is that all children are offered the same educational opportunities irrespective of gender, ethnic background, age or ability. Almost all children experience difficulty at some time in their school career, albeit at different levels. The difficulties may be learning, behavioural, emotional/social, speech and language, medical or physical. Children may have already experienced difficulties prior to starting school although it may manifest itself at any time. A child is considered to have Special Educational Needs (SEN) where their learning or disability calls for a provision that is different from or additional to that normally available to pupils of the same age.</p> <p>Our aim is:</p> <ul style="list-style-type: none"> <li>• To provide a stable and caring environment in which all children can learn and develop to their full potential within all aspects of school life;</li> <li>• To provide high quality teaching for all;</li> <li>• To include children with SEN;</li> <li>• To identify additional needs as soon as possible and to give early support;</li> <li>• Where there is a health difficulty to support them to manage this independently.</li> </ul> <p>We acknowledge that all teachers are teachers of SEN and therefore responsible for meeting the needs of all individuals.</p>
<b><i>Partnership Ethos with the school</i></b>	
The arrangements for consulting parents of pupils with special educational needs.	<p>We work hard to include parents in their children’s education. We firmly believe that home and school should work together in partnership to ensure that the pupil grows and develops into an independent and resilient young person able to cope with their life. We welcome the involvement of parents supporting their young person and we are happy to answer any questions or discuss comments.</p> <p>Children experiencing difficulties in their learning will be initially supported by differentiation in their work and support by the class teacher. If children need additional support, the class teacher will liaise with the school’s SENCo (Special Educational Needs Co-ordinator). The SENCo or class teacher will meet with the parent to discuss the next steps which could include:</p> <p>Referral to the Speech and Language Therapist Service  Advise parents to take their child to see their GP  EWMHS referral (Emotional Wellbeing and Mental Health Services)  Referral to the Educational Psychologist service  Referral to the Specialist Teachers team</p> <p>Parents of pupils with SEN have both formal and informal ways of involvement. The school operates an open door policy where parents can communicate with the class teacher daily at the end of a school day or alternatively make an appointment to see the class teacher, SENCo or member of SLT. Parents can also speak to staff on the telephone. If the member of staff you wish to speak to is not available they will contact the parent/carer at the earliest opportunity.</p>

	<p>Informally we meet parents at:</p> <ul style="list-style-type: none"> <li>• Celebrating success assemblies, including the STAR awards</li> <li>• Celebration events</li> </ul> <p>More formally, parents can discuss their child’s education through:</p> <ul style="list-style-type: none"> <li>• Annual Review or transfer meetings for Education, Health and Care Plans (EHCPs)</li> <li>• Termly One Plan meetings or paperwork being shared with home</li> <li>• Progress and parent meetings</li> <li>• Annual Reports</li> <li>• Surveys of parent views</li> <li>• Communication with the school based Pastoral Lead</li> <li>• Social Care input where there are particular needs</li> </ul>
<p>Arrangements for consulting with young people with Special Educational Needs and involving them in their education.</p>	<p>We encourage children’s involvement at every stage of their education. We will discuss with the children targets and progress made and encourage them to share their own views and will record these accordingly. We will involve children in setting next step targets, strategies to achieve those targets and time scales for review within the One Plan/EHC Plan/ Annual Review.</p> <p>We have an inclusive School Council where children with SEND are encouraged to participate and represent class views. Children with SEND have an additional transition programme for transfer from Key Stage One to our school and from us as a junior school to secondary provision. We also try to support additional transition where possible if it is part way through their journey within Key Stage Two.</p>
<p>Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special needs concerning the provision made at the school.</p>	<p>We want to know when things aren’t right with your child’s learning. Should you have any concerns, we would recommend the following steps:</p> <ul style="list-style-type: none"> <li>• Your first approach is to contact the class teacher or SENCO either through a letter, phone call or in person. We aim to resolve any issues swiftly, coming to mutual understanding and agreement.</li> <li>• The next step should be to contact the Headteacher, again either through a letter, phone call or in person. We aim to resolve any issues swiftly and in person, often coming to mutual understanding and agreement.</li> <li>• The schools Governors are the next stage in trying to resolve a complaint. Contact information is available through the school office. Appointed governors with responsibility for SEN and Equality, report to the governing body.</li> <li>• Should none of these stages resolve your complaint then you can go to the Local Authority who retain responsibility for your child’s education and the education part of the EHC plan.</li> </ul> <p>Our complaints policy is available to view on our school website or from the school office on request.</p> <p>If your concerns are about Health or Social Care and the support that these partner colleagues and organisations provide to you or the school, we can help you to find the right contacts to try to resolve the issues. The school cannot make other services act. Both health and social care have complaints procedures you can follow. Talking about concerns early and understanding who can help to resolve them is important to getting a prompt response.</p>

<p>Name and contact details of SENCo</p>	<p>The SENCo/Inclusion Lead/Assistant Head, Mrs Lorna Rae-Shearing, works fulltime at the school as part of the Senior Leadership Team. She joined the school in January 2021. She is a highly qualified teacher who has a wide experience of working with children of all abilities. Mrs Rae-Shearing plays a key role in the life of the school, regularly meeting with other senior staff, teachers, LSAs, families, governors and outside professional agencies. She identifies training opportunities and monitors the quality and impact of provision. With the Head Teacher she is responsible for managing the SEN budget. In partnership with the Head Teacher and Governors, the SENCo is responsible for determining the strategic development of SEN policy and provision. Mrs Rae-Shearing is contactable by phone or email via the school office.</p>
<p>Information on where the local authority local offer is published</p>	<p>Essex has a local offer, which can be accessed via the Essex website (<a href="http://www.essexlocaloffer.org.uk/">http://www.essexlocaloffer.org.uk/</a>).</p>
<p><b><i>Identification and early intervention</i></b></p>	
<p>Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils. This should also include what additional learning support, which is available, activities and emotional support, which is additional to those available for all pupils.</p>	<p>Identification and provision for pupils with SEND follows a graduated approach.</p> <ul style="list-style-type: none"> <li>• Any concerns are noted and addressed through quality teaching and planning by the class teacher ensuring learning is appropriate for children with all needs.</li> <li>• The SENCo attends or reviews termly Pupil Progress meetings with the teaching team to ensure early identification of pupils with SEN. The SENCO and class teachers work together when additional needs are identified.</li> <li>• Initial interventions are put in place, and tracked through pre and post assessment to measure impact.</li> <li>• After initial intervention an individual personalised provision plan (One Plan) is put in place for those children identified as needing support in addition to the differentiated classroom strategies and early interventions. These pupils are placed on the SEN register under SEN Support. Plans relate to a clear SMART set of expected outcomes designed to extend the child's learning and development. Each term, plans for those children are reviewed with the class teacher, specialists and outside agencies if needed, amendments to the support provided are made as required.</li> <li>• The quality, appropriateness and impact of the overall provision are also kept under regular review.</li> <li>• If after a few cycles of the termly One Plan process of assess, do, review shows non-impactful progress, then more extensive support can be investigated and will require additional core funding. At this point, an assessment of Educational, Health and Care needs will be undertaken by the Local Authority and an EHCP developed, if appropriate. This should take no more than 20 weeks. The school, child and family will be fully involved in this process.</li> <li>• A pupil with an EHCP will have an individual plan that is made between the family, local authority and the school, which will clearly state the desired outcomes for the key stage and provision to be put in place to meet the identified needs. There is an annual review meeting held to address the progress made against these outcomes and yearly next steps are decided upon. A child with an EHCP will also have a One Plan linking to their EHCP and this will be reviewed termly.</li> <li>• Parents are encouraged to work alongside the school to put in place the most effective plans to encourage progress.</li> <li>• The quality, appropriateness and impact of the overall SEN provision are kept under regular review.</li> </ul>

	<p>Where a SEN pupil is eligible for Pupil Premium Grant part of the grant is also deployed and reported to Governors. The annual statement is available on the school website.</p>
<p>Information on the kinds of special education provision made in the school.</p>	<p>There is a clear expectation that all members of the school staff should be making a significant contribution to raising standards of achievement through high quality teaching. The SENCo, senior staff and Governors are committed to providing necessary support and training.</p> <p>The SENCo liaises with Specialist Teachers, Health Care Workers and other agencies as required. The Local Authority provides access to a Speech and Language Therapist, Family Support workers and Educational Psychologist. The school also employs a full time Pastoral Lead, Mrs Belinda Alger, who works with parents and children to support them emotionally to deal with situations as they arise.</p> <p>Further to the above, LSAs are trained to support SEN through interventions which include: Gym trail, maths and literacy intervention programme (inclusive of phonics), speech and language support, EAL support, therapeutic art, social skills support and supporting children with ASD.</p> <p>For those children, who are transferring to secondary school, or who have moved up from the infants, these might include additional school visits, photo booklets to share with the child and transition meetings for staff, family and professionals.</p>
<p>Information on the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>The CPD plan for SEN is part of the overall School Development Plan, which is reviewed termly by governors. The SENCo makes contact with any additional services required.</p>
<p><b><i>Quality First Teaching and Personalisation</i></b></p>	
<p>Information about our policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to the curriculum, additional support and wider support.</p>	<p>The SENCo attends termly progress meetings with class teachers, or reviews the paperwork generated, to review progress made by children using whole school assessment tools. Children not making expected progress are identified and discussed to ensure the provision is effective and having an impact on their learning.</p> <p>Feedback from teachers is given on the effectiveness of intervention groups in the classroom and identify next steps. Intervention groups are tracked with pre and post assessments.</p> <p>Data used to track progress includes that generated by the school's information management system, Pupil Asset, ASP, Specialist Teacher Reports, Consultation visit notes, monitoring and observation files.</p> <p>Our SEN and Assessment policies and Accessibility plan are also reviewed regularly, and can be viewed via our school website.</p>

Equipment and facilities to support children and young people with special educational needs.	Equipment and facilities are outlined through Budget planning and SEN within SDP, SEN governor visit feedback, Head teacher reports to Governing body and minutes of meetings. SEN, EAL, Equality and CLA Action Plans prioritise equipment and resources to support vulnerable children. The governors are committed to ensuring that all pupils with SEND and /or disability take part in all aspects of school life.
<b><i>Early Education and the Education Health and Care Plan</i></b>	
How the Governing body involves health & social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.	Our SEN policy is available on request and to view on our website. The Governing Body demonstrate good financial management, thus the building and resources are fit for purpose and fully inclusive. The SENCo signposts, recommends and liaises with outside agencies as appropriate to meet identified needs. SENCo and SLT complete provision review and SEN SDP which identifies SEN focus and needs. The SEN governor visits and reports to the Governing Body. The Head teacher reports to the Governing body on SEN provision.
Contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.	Support Services can be signposted by the SENCo including: SENCAN; Educational Psychologist (EP), Speech & Language Therapist and Parent Support Advisors; School Nurse; Library; Children’s Centre; Family Solutions; Emotional Wellbeing and Mental Health Service, (EWMHS); NHS Speech & Language Therapists, bereavement counsellors and Specialist teacher team.
School arrangements for supporting pupils transferring between stages of education and preparing for independent living.	We have strong links with our local infant and secondary schools. Parents and children from infant schools visit us and children from our school visit secondary placements for taster sessions. Additional transition programmes are put in place where appropriate. The SENCo attends key meetings for school, health and Social Care (TAC meetings). We hold liaison meetings to transfer information from infant to junior and junior to secondary. Paperwork is shared. There is a very robust transition/induction process for new children attending our school. Transition meetings when parents can meet with the Inclusion Manager of the school are held for all our vulnerable children transferring from infant to Junior school and additional transition support is put in place. There is a very detailed transition process between the infant and Howbridge Junior and Howbridge Junior to secondary school to help all children prepare for transition throughout the summer term.

Updated May 2021

To be next updated September 2021

Our School Local offer will be reviewed annually at a minimum