



Clowne Junior School

Special Educational Needs and Disability (SEND) Information Report

What kinds of SEND do we provide for?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD), speech and language difficulties
- Cognition and learning, for example, dyslexia, general learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties,

We also have several children who are being assessed for additional needs but do not yet have a diagnosis.

How does the school identify pupils with SEND and assess their needs?

We assess each pupil's current skills and levels of attainment on entry, building on previous settings and Key Stages where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Some children come to our school with their needs identified already.

The school has two SENDCOs (Mrs Rebecca Bennett & Mrs Katie Stringfellow) who can be contacted on 01246 810416.



How does the school consult and involve pupils and parents?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

It is important that the pupil is a part of this process.

What are the arrangements for assessing and reviewing pupils' progress towards outcomes?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review (APDR)**.

The class or subject teacher will work with the SENDCO to clearly analyse the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any required teaching strategies or approaches. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The APDR documents (Learning Plan) will be shared with parents, and their views will be obtained. These will be discussed at Parents' Evening. Once finalised, a copy of the APDR (Learning Plan) document will be made available electronically for parents. Alternatively, we will provide a paper copy on request.

SEND is a very transient state; some children may need support for their entire time at Clowne Junior School, whereas others may make good progress so their attainments are in line with their peers and they no longer require support. We liaise with parents to decide whether to continue SEND support.



What are the arrangements for supporting pupils moving between phases of education?

We will share information with the school or other setting the pupil is moving to. Where appropriate a member of school staff will meet with staff from the new or previous establishment to discuss the child's needs and provision. A transition plan will be made where appropriate.

What is the approach to teaching pupils with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in supporting pupils with SEND. We make adaptations for pupils as part of our high-quality first teaching.

Here are a few examples of interventions carried out in school,

- Reading, including TRI, 1:1 sessions, small, scaffolded groups, in-class support, and phonics
- Spelling
- Writing including handwriting
- Maths including pre-teach and in-class support.
- Fine & Gross Motor Skills including physical literacy
- Lego Therapy
- Pod Squad (nurture style intervention group)

Some pupils may access The HIVE:

- The HIVE is a planned, bespoke provision for our most vulnerable pupils: those with identified SEND needs and those with EHCPs. It provides a carefully structured, play-informed curriculum tailored to pupils who are predominantly new to Clowne Junior School, many of whom have had limited exposure to school-based routines and child-led provision.
- The HIVE curriculum is designed to enable pupils to access the wider National Curriculum by building the foundational skills, routines and confidence they need to eventually participate in class-based learning alongside their peers. It balances therapeutic, developmental and early-curriculum aims so pupils meet EHCP targets, make accelerated progress in communication and regulation, and can re-integrate into age-appropriate learning where possible.

What adaptations are made to the curriculum and learning environment of children with SEND?

We make the following adaptations to ensure all pupils' needs are met:

- Making adaptations to our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching and learning style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, wobble cushions, individual workstations where appropriate.



- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Dedicated teaching areas for children with SEND
- The Accessibility Plan is available on the school website.

What Additional support for learning is available?

We have 12 full-time teaching assistants who work throughout the school with individual pupils and groups, according to the children's needs.

We work with the following agencies to provide support for pupils with SEND:

- + Health - School Nurse, Paediatricians, Autism Pathway
- + Educational Psychologist
- + Inclusion Service
- + Speech and Language Therapists
- + Support service for those visually or physically impaired
- + Support service for those who are hearing impaired
- + Physiotherapist, Occupational therapist
- + CAMHs (Child, Adolescent and Mental Health Service)
- + Social Services
- + Multi Agency Teams

If a child is identified as having significant needs that remain despite a high level of intervention, Derbyshire County Council may apply for additional funding.

A panel reviews funding applications and decides whether additional funding is appropriate.

How does school ensure that staff have the relevant training to support children with SEND?

Our SENDCOs have great experience in this role and have worked as class teachers throughout the school.

As a school, our SENDCOs have 4 days a week to manage SEND provision. They work closely together to ensure best practice is always in place. Mrs Newton-Wall, Headteacher, links to the Senior Management Team.

Our SENDCOs attend regular meetings with SENDCOs from the family of schools and attend termly Briefing sessions with the DCC SEND Team to further enhance their knowledge.

Securing equipment and facilities

We have a wide range of resources throughout school. If new resources are recommended to meet a child's needs, we will purchase them wherever possible.

We work alongside specialist services, where appropriate, to use specialist equipment to support children's needs, e.g. the Support Service for Hearing Impairment – staff use a radio aid to support children who wear hearing aids.



How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term.
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans or Inclusion funding.

How do you ensure learners with SEND are included in non-classroom based activities?

- The school's Accessibility Policy and Equality Policy are available on the school website.
- All our extra-curricular activities and school visits are available to all pupils, including our before- and after-school clubs.
- All pupils are encouraged to go on our residential trips. If a pupil cannot stay overnight due to their needs, they are invited to join the trip for a day.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Social stories are provided to support children with activities/trips that go beyond the normal school day. What support is available for improving social and emotional development?

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school groups, e.g. Playmakers
- All pupils in school have access to our School Pastoral Officer and/or Family Worker
- Nurture style provision (Pod Squad) is offered to all children during their time at Clowne Junior School

We have a zero-tolerance approach to bullying.



How does the school involve other agencies in meeting children's SEND and supporting families?

As a school, we work with a wide range of external agencies and welcome the opportunity to work alongside professionals to enhance the support we provide to our pupils. Our website includes additional support that families can access beyond what we can offer as a school.

Complaints about SEND provision

Make complaints about SEND provision in our school to the SENDCO or Head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns

In the first instance, contact the class teacher, who will then discuss concerns with the SENDCo when appropriate.

The local authority local offer

Our Local Authority's Local Offer is published here:

<https://localoffer.derbyshire.gov.uk/#!/directory>

Monitoring arrangements

The SENDCos will review the SEND policy and Information Report **every year**. They will update it if any changes are made during the year. The governing board will approve it.