



**Chellast
on
School**

Junior

**SEND
SCHOOL INFORMATION REPORT
October 2016**

This SEND School Information Report is part of the Derby City Local Offer for Pupils with Special Educational Needs and Disabilities. New government legislation requires us to publish a new report called the SEN Information Report (clause 65 of the SEN Code of Practice 2014). An initial version has been drafted and will be amended as further guidance is received from the Local Authority.

Chellaston Junior School Special Educational Needs Policy can be viewed here:

<http://cjs.derby.sch.uk>

1. Our school and SEND provision

- Chellaston Junior School is a Foundation School. The majority of children come from the surrounding area in Chellaston, Shelton Lock and Allenton.
- At Chellaston Junior School we are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils, including those with Special Educational Needs and disabilities.

2. The Special Educational Needs Coordinators are:

- Mrs Ceri Holmes and Mrs Jayne Deane-Robson. They can be contacted on 01332 701460, or via email via admin@cjs.derby.sch.uk

3. Identification and assessment of pupils with Special Educational Needs and Disabilities

- 10.1% of the pupils on roll are on the SEND register.
- 9.45% of pupils on roll are supported at the SEN support level and
- 0.62 % have a Statement or an Education and Health Care Plan (EHC).
- Pupils who may have Special Educational Needs and Disabilities can be identified in a number of ways.
- The use of school's data tracking identifies pupils who are not making expected progress or are not on track to achieve their end of year target.
- Concerns voiced by parent / member of staff external professional.
- Pupils may come to us with outside agencies already involved.
- Chellaston Junior School has excellent links with outside agencies including Paediatricians, Educational Psychology, Behaviour Support, Physiotherapy, Occupational Therapy, Speech Therapy, Autism Outreach, Support Service for Special Educational Needs and Support Service for children with physical, visual and sensory impairments.
- The SENCO makes referrals to these outside agencies as needed. Progress of children with SEND is carefully monitored by scrutiny of data, tracking and intervention monitoring.
- Children with tracking below expected levels or making less than expected progress are identified and intervention put in place. Currently, the majority pupils with SEND are making good progress in all areas and in some cases significantly better than expected progress.

4. Provision for pupils with Special Educational Needs and Disabilities

a) The effectiveness of provision for pupils with SEND

- Chellaston Junior School has a robust system of reviewing provision each term using the Ofsted framework for self-evaluation. This includes scrutiny of:
 1. Achievement
 2. Teaching and Learning
 3. Behaviour and Safety
 4. Leadership and Management
- Governors are involved in this process and receive regular reports.
- All pupils who access an intervention are tracked closely using the school's tracking system.
- The increase in attainment is analysed to check the progress and whether this is above expected, below expected or in line with the expected.

Arrangements for assessing and reviewing the progress of pupils with SEND

- Teachers assess pupils continuously through teacher assessment and through formal assessments.
- Termly Pupil Progress Review meetings look in detail at the progress made in all areas by pupils with and without SEND.
- Parents are involved in the review process at least 2 times a year at MEP review meetings and also have the opportunity to discuss progress at parents' evening.
- At MEP meetings a number of targets are set and ways parents can help at home are discussed.
- At the end of each academic year a written report is sent to parents detailing progress.
- The SENCO and class teacher are available for appointments to discuss progress at any other time during the year.

b) Approach to teaching pupils with Special Educational Needs and Disabilities

- All pupils on the SEND register have a Multi Element Plan which details their next steps and strategies to address these next steps.
- All pupils with SEND receive high quality first teaching (carefully differentiated work within the classroom). Carefully matched interventions may also enhance this teaching.
- Pupils may be taught as part of a class, in a small group or individually depending on the activity.
- School staff may also be supported by outside agencies regarding strategies best matched to teach specific pupils.
- Pupils with a statement of special educational needs or an Education and Health Care plan are also supported by a Teaching Assistant on a 1:1 basis for much of the time during lessons.

c) Adaptation of the curriculum

- The curriculum has been reviewed in line with the new regulations. Our curriculum is broad, balanced and relevant to a changing society.
- Pupils with Special Educational Needs and Disabilities are actively engaged in their learning. We aim to ensure all pupils, including those with special educational needs and disabilities, have full curriculum entitlement and access.
- The school aims to provide work that is matched and therefore accessible to the broad range of pupils we teach.
- The support provided by teaching assistants and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs and Disabilities continue to receive a broad and balanced curriculum.
- When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities.
- Differentiation will be provided in a range of ways, depending upon which is most appropriate, and will include but is not limited to; differentiation by task, by ability grouping, by the level of teacher support, by the level of expectation, by the allocation of appropriate resources or by outcome.
- The buildings, access and facilities are of a very high standard. The Accessibility Plan details improvements to be made and standards to be maintained to ensure quality of access.

e) Additional support for learning

- The school receives funding for pupils with Special Educational Needs and Disabilities through the Local Authority. This funding is to support work with pupils with a statement or EHCP and pupils without. The allocation is made following needs analysis discussions and

work between the Senior Leadership Team and the Governors. The funding is used to purchase classroom support and resources.

- The school will request an Education, Health and Care Plan from the local authority when, despite an individualised programme of sustained intervention SEN support the pupil remains a significant cause for concern. An Education, Health and Care Plan might also be requested by a parent or outside agency.
- An Education, Health and Care Plan will normally be provided where, after an assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for Assessment does not inevitably lead to an EHCP.

f) Activities available to pupils with Special Educational Needs and Disabilities

- All extra-curricular activities are available to all children and will be suitably differentiated and supported to ensure access for all. All educational visits (including residential trips) are open to all pupils.
- Adult support and resources are made available to ensure that all pupils can access these activities.
- The SENCO works closely with parents before trips to discuss specific needs of each pupil with SEND.
- No pupil is removed from activities at Chellaston Junior School unless a request is made from parents or carers and, even then, we would seek to adjust the activity or level of support so that the pupils could access it.

g) Support available for improving the emotional and social development of pupils with SEND

- We have a robust safeguarding policy and protocol in place. Pupil's health and well-being is paramount.
- Pupils work on a one to one basis with an adult to address needs specific to that pupil. Activities to improve self-esteem are also carried out on a 1:1 basis.

5. The expertise and training of staff in relation to pupils with SEND

- Mrs Ceri Holmes and Mrs Jayne Deane-Robson have a great deal of experience as SENCOs. They regularly attend training, network meetings and briefings related to Special Educational Needs. The SENCOs support class teachers in planning for pupils with SEND.
- All of the teachers at Chellaston Junior School are fully qualified and many have received specialist further professional development in SEN and many other areas.
- The school provides training and support to enable all staff to improve teaching and learning of pupils, including those with Special Educational Needs and Disabilities.
- Teaching assistants also have a range of expertise in a variety of specialised areas.
- The school accesses a variety of services to ensure that the skills of the staff match the needs of the current pupils.

6. Accessibility for pupils with SEND

- Chellaston Junior School is completely accessible to all. There are two disabled toilets in the building.
- The equipment used in school is accessible to all pupils regardless of need.
- For further details please see the Accessibility Plan. (On the school website)

7. Consulting and involving parents

The school aims to work in partnership with parents and carers by:

- Keeping parents and carers informed and supported during assessment and any related decision-making process about SEND provision

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education – meetings at least termly in the form of MEP meetings and parent consultations
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Direct contact with the SENCO via phone or email
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services and any other support services

8. Consulting with pupils about their Special Educational Needs and Disabilities

Where appropriate all pupils are involved in monitoring and reviewing their progress in the following ways:

- Pupils are asked to state their views about their education and learning
- Pupils identify their own needs and learn about learning
- Pupils share in individual target setting across the curriculum
- Pupils self-review their progress and set new targets

In addition pupils who are identified as having SEN are invited to contribute or participate in:

- MEP reviews and setting targets
- Regular meetings with named adults
- Working with adults in small groups and one-to-one sessions
- Annual reviews

9. Concerns about the provision for pupils with SEND

- In the first instance we encourage parents to contact their child's class teacher.
- If concerns remain we ask parents to contact the SENCO and Head-teacher.
- In the unlikely event that a concern is not resolved parents are asked to contact the Chair of Governors. (Please see the Complaints Policy on the school website.)

10. Outside agencies involved with SEND pupils

At Chellaston Junior School we may work in partnership with:

- Educational Psychology
- Behaviour Support Services
- Support Service for visual, physical and hearing impairments
- Support Service for Special Educational Needs
- Autism Outreach
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Community Paediatrics
- Clinical Paediatrics
- Child and Adolescent Mental Health Services

11. Arrangements for supporting pupils with SEND in transferring between phases of education

- We recognise that transition can be difficult for a child with SEND.
- If a child is moving to another school we will contact the school and ensure that they know about any special arrangements or support that needs to be in place.
- We will make sure all records are passed on.
- We will support children during visits to their new school wherever possible. When moving classes in school, any relevant information will be passed onto the new class teacher in advance.
- Children will have the opportunity to visit their new class on two occasions before the start of the new school year.

12. Support for parents of pupils with Special Educational Needs and Disabilities

- A child's class teacher and the SENCO are always available to discuss specific needs and progress.
- All outside agencies will contact parents to keep them informed of their involvement.
- Derby Parent Partnership can be contacted on:
 - Telephone – 01332 641414
 - Email – SENDIASS@derby.gov.uk
 - Derby & Derbyshire Parent Partnership c/o The Council House, Corporation Street, Derby, DE1 2FS

13. Derby Local Offer

This outlines the services and support available to pupils with SEND in Derby schools and can be viewed at:

<http://www.derby.gov.uk/educationand learning/local offer>

If you have any questions about this report, or would like to talk to us about your child, then please don't hesitate to contact us at school.

C Holmes/J Deane-Robson (SENCOs)

Report Date: October 2016