

This jigsaw represents an overview of the many questions you may have about Special Needs support in our school. Please read on for further information.

How will we know if your child has an additional need?
How will we contact you about this?

What should you do if you think your child has an additional need?

Who should you contact?

How will school staff support your child?

How will we keep you informed about your child's progress, and about ways in which you can help?

What support will there be for your child's overall well-being?

What specialist services are available at, or accessed by the school?

How will the curriculum be matched to your child's needs?

How is the decision made about how much, and the type of, support your child will receive?

How do we achieve inclusion for all pupils?
How will your child be included in activities outside the classroom, including school trips and sports?

What training have staff had?

How accessible is the school inside and out?

How are parents involved in the life of the school?
How can you become involved?

How will the school support and prepare your child with transition, both on joining and leaving the school?

KENSINGTON JUNIOR SCHOOL 'SEND' INFORMATION REPORT:

Kensington Junior School is a mainstream Community Junior School, under the control of Derbyshire County Council. We cater for a range of Special Needs and Disabilities within our mainstream setting, aiming for full inclusion for SEND pupils, wherever this is compatible with individual progress and personal need. We have experience of pupils with a variety of additional needs including: physical disabilities, hearing impairment, Autism, Diabetes, Cystic Fibrosis, di Georges Syndrome, Aspergers Syndrome, ADHD, Asthma, Coeliac Disease and heart conditions.

This report is intended to provide an overview of what our policies look like in practice, and how we work in liaison with other agencies to deliver Derbyshire's 'Local Offer' of SEND support. More details can be found at www.derbyshiresendlocaloffer.org.

PLEASE NOTE THE FOLLOWING ABBREVIATIONS USED IN THIS REPORT: SEND – Special Educational Need and Disability, SENCO – Special Needs Coordinator

TA/HLTA – Teaching Assistant/Higher Level Teaching Assistant

What should you do if you think your child has an additional need? Who should you contact?

If you are concerned that your child may need additional support, you should discuss this in the first instance with the class teacher. They will then take advice from our

Special Needs Coordinators (SENCOs) for 2015/16:

Miss L. Sheldon – responsible for Y3 SEND

Mrs M. French – responsible for Y4 and Y5 SEND

Mrs L. Partridge – responsible for Y6 SEND.

All SENCOs are members of the School Leadership Team: Mrs French has completed the National SENCO Award training, and Miss Sheldon is now undertaking this training as a result of promotion to this post December 2015.

Mrs E. Kemp/ Mrs F. Cook are the governors with a specific responsibility for SEND.

You may ask to make an appointment to speak to the relevant SENCO directly if you prefer, or you can speak to the Headteacher, Mrs L.H. Partridge. More serious concerns should always be addressed in the first instance to Mrs Partridge, who will try to resolve the issue directly with you as parents/carers.

Complaints should be addressed directly to Mrs Partridge, who will deal with them according to our Complaints Procedure (See Appendix 1)

How will we know if your child has an additional need? How will we contact you about this?

In most cases we are made aware of additional or special needs by your child's previous school. Before pupils join us in Y3, a great deal of liaison takes place with infant schools, and comprehensive records are passed to us. If pupils join us at other times, special needs are identified in their records, and usually through additional discussion with the SENCO at the school.

Most children need some additional support at some point during their time in school, and this would normally be managed within the resources available to the class teacher eg. additional explanation and practice, small group support with a Teaching Assistant, behaviour monitoring or a chance of ability grouping for a short while.

The progress of all pupils is closely monitored by staff, and if it becomes clear that a greater degree of support may be needed, then we will contact you directly. This may be via a verbal message to ask you to meet with the class teacher, through discussion at Parents' Evenings, or via a letter.

Factors which may indicate the need for additional support may be:

- Learning – based for pupils who struggle to work within age-related expectations
 - Medical/physical for pupils who have diagnosed health issues
- Behavioural for pupils who struggle to cope with the expectations of a junior school environment
- Emotional for pupils whose ability to focus and learn are affected by factors beyond the school
 - Cultural for pupils who join us with little or no English, and little experience of life in Britain

How is the decision made about how much, and the type of support your child will receive?

Pupils with additional needs receive support on 3 different levels:

SEN Support in school – this is when the decision is agreed by school/parents that additional needs can be met from within existing resources.

GRIP (Graduated Response for Individual Pupils) Funding: this can be accessed when additional support to normal provision is necessary, and is valid for a year at a time, after which time support will be reviewed. This is more suited to shorter-term needs.

Education, Health and Care Plan (EHCP) – this is when school, parents and other agencies working with your child agree that more support is needed, and an application will be made to the Local Authority for a Statutory Assessment of need. If approved, an EHCP will set out the exact nature of support to be received, and will specify a number of TA hours to deliver the support needed. This process can take up to 20 weeks. Parents may request a Statutory Assessment independently of the school, but the school will be consulted and asked for its views.

SEN Support is decided by the school: GRIP/EHCP support is decided by the Local Authority.

SEN Support in school is determined by the nature of the need, within the constraints of the personnel available, and the school budget. SEN Support is usually shared between a small group of pupils with similar needs, but there may also be some individual input on specific areas of work.

SEN Support will not provide full-time individual support.

How will school staff support your child? How will the curriculum be matched to your child's needs?

School staff will support each child as an individual.

For pupils with an EHC Plan, staff will plan activities that work towards the targets set out in the plan. These may be broken down into smaller, achievable objectives for each term, and outlined in an IEP (Individual Education Plan). This gives the teachers and TAs a framework for their input, and is devised by the SENCO, in liaison with staff. As a parent, the IEP will be sent to you each term, and discussed at Parents' Evenings.

Staff will keep in regular contact with you via the Homework Diary, and some pupils have additional Home/School Contact Books.

Staff will liaise closely with other agencies supporting your child eg Health professionals, Autism Outreach, Behaviour Support.

The SENCO will organise an annual review of progress towards the targets in the EHC Plan – parents are invited, as is the pupil and all agencies offering support.

Parents may, of course, make an appointment to discuss concerns at any time – you don't have to wait until one of the scheduled meetings.

For pupils on SEN Support, staff will support your child through daily assessment of progress and they will amend planning as necessary. Different tasks may be set in order to address individual needs, and extra practice at some skills may be needed. Staff in each year group team will liaise daily to make sure everyone understands their role in the lessons: wider concerns may be shared within the Leadership Team or with the whole staff as necessary.

The National Curriculum 2014 sets out age-related expectations for learning, largely based on the understanding and mastery of concepts. Pupils may arrive at their level of understanding by different routes, and our staff are skilled at planning differentiated activities for those with SEND, whilst working towards the same goal as their peers. For those with an EHC Plan, the targets set out within the plan may take precedence over aspects of the curriculum, and this will be decided in liaison with relevant agencies. Whilst it will always be our aim to provide as broad a curriculum as possible, the needs of the individual will come first. A physically disabled pupil who cannot talk, for example, may benefit far more from an extra swimming session each week than from the timetabled French/Singing.

How will we keep you informed about your child's progress, and about ways in which you can help?

All parents receive an invitation to Parents' Evenings, held in October and March. They also receive the written Annual Report at the end of June, with a further opportunity to meet with staff if needed. The Annual Report outlines ways in which parents may support their child for the coming year. Parents' evenings provide an ideal opportunity to discuss ways to support and encourage independence. Parents of pupils with an EHC Plan also receive a termly IEP, and an invitation to the Annual Review: this is an opportunity for all parties to review successes and plan ahead for the coming year. Parents are welcome to arrange an appointment with staff at any time should other concerns arise. Similarly, staff will contact parents if there is further help which could be offered at home. Homework Diaries and Reading Records provide day-to-day points of contact between home and school, and parents are encouraged to use these as a means of communication. Each year group sends home a leaflet in September, outlining how parents may help and support their child with organisation and meeting the expectations of the new class. Regular newsletters also detail specific ways in which parents may support both their own child individually, and the wider curriculum in general.

What support will there be for your child's overall well-being? What specialist services are available at, or accessed by, the school?

Pupil well-being is paramount to all staff. Safeguarding and general concerns are shared weekly at the staff meeting. Concerns are logged, and advice sought from other agencies as necessary. For the most part, we work with parents and within year group teams to support general well-being, but staff are trained to notice changes in behaviour or attitude, and will share any concerns using our agreed procedures. (See link to Safeguarding Policy: Appendix 1)

We currently have no specialist services based at our school, but have close working partnerships with:

- Health professionals, including the School Nurse, Community Paediatrician, Occupational and Physiotherapists
 - Special Education Needs Support Service (SSSEN)
 - Autism Outreach
 - Behaviour Support
 - Speech and Language Therapy
 - Physical Impairment Support
 - Hearing Impairment Support
 - Social Care (Social Services)
 - The Local Inclusion Officer
 - Educational Psychology
 - The Local Authority – School Improvement Partner, Advisory service, Consultant Specialists
- The Multi-Agency Support Team – Education Welfare, Family Support Workers, Health Visitors
- Derbyshire Information Advice and Support Service for SEND (formerly Parent Partnership)

How accessible is the school, inside and out?

Our school is a traditional Victorian building, on three levels, and we have worked hard to make it as accessible as possible for all staff and pupils.

Hand rails and doors are painted in contrast to surrounding walls in order to be clear for visually impaired pupils/staff. The edges to steps are clearly painted.

The middle level of the school houses three classrooms, offices and the Hall. There is also an accessible toilet. The lower level can be reached by a purpose-built lift housed within the main building, and this gives access to two further classrooms, the ICT suite and a second accessible toilet.

Both the lower and middle levels of school lead straight out onto tarmac playground. There is clear signage as to exits, and entry/access doors are wide enough for wheelchair users. The top level of the school houses three classrooms and a small meeting room. This is not accessible from the inside of the building due to the narrow nature of the stairwell, but is accessible if necessary by a ramp outside.

There is enough flexibility within the school to change classrooms to meet accessibility needs, which may change each year.

Our playgrounds are completely accessible, although adult supervision is required for wheelchair users to access the lower playground due to the steepness of the slope. Our Trim Trails, Sports Wall and Tyre Park were designed to be accessible to all pupils, although some pupils may need adult support and supervision for their own safety. Seating and shelters are available for all pupils: one of our shelters has ramp access for wheelchair users.

What training have staff had?

All staff – teachers, TAs, midday staff – have had the following training and relevant updates:

- First Aid Training from St John's Ambulance
- Safeguarding/ Child Protection Training
 - PREVENT/WRAP Training
 - Defibrillator Training

Teachers, TAs, the Headteacher and the School Business Manager are trained to administer auto-injector (adrenalin) pens.

Teachers, the Headteacher and the School Business Manager are trained to use the school's defibrillator.

Relevant TAs have undergone Moving and Handling training.

Teachers/TAs receive relevant training to support pupils in their class as the need arises eg. the management of Diabetes, Cystic Fibrosis, complex physical needs.

All TAs have received training in the understanding of Autism.

The Headteacher has received Local Authority input on the new SEN Code of Practice, Mrs French has the National SENCO Award: Miss Sheldon started this in December 2015.

Teachers/TAs receive input/guidance from the Special Needs Support Service for pupils whose needs may lie outside the normal curriculum.

How do we achieve inclusion for all pupils? How will your child be included in activities outside the classroom, including school trips and sports?

We are completely committed to inclusion for all pupils and make every reasonable adjustment to ensure that pupils may access all aspects of the curriculum, both inside and outside the classroom. Activities are differentiated, either by task or by support so that everyone may take part.

Activities are adapted if this would enhance inclusion eg choosing violins rather than flutes/clarinets to enable a pupil with partial fingers on one hand to be able to access a musical opportunity, adapting Sports Day challenges, introducing all pupils to paralympic sports such as Boccia, offering wheelchair basketball within PE lessons.

All pupils have the opportunity to take part in trips outside school, including residential visits. Risk assessments are carried out to ensure the safety and well-being of all those attending the trip: specialist transport may be ordered, additional equipment or staffing required, and adaptations to some activities, but we will take all possible steps to ensure the fullest possible inclusion.

Inclusion may not always be possible if a risk assessment deems behaviour to be a potential barrier to safe participation: should this be the case we will work closely with you as parents to ensure that everyone is clear about any decisions which may be made.

How are parents involved in the life of the school? How can you become involved?

Partnership with parents is essential to a successful time in our school, and we work hard to establish good working relationships with you from the outset.

Parental support is needed with homework, reading, and the organisation of personal equipment eg. PE kit on the right days!

Parent volunteers are always welcome to support with hearing readers in school, helping with practical activities eg Art, providing extra supervision on visits and trips.

Parent support for whole school activities is greatly appreciated eg Assemblies, themed days, sports days, fundraising activities, charity events, exhibitions of our work.

Parent responses to questionnaires are very important to us and you can influence school policy/planning through sharing your thoughts with us in this way.

Parents are needed to complete our Governing Body, and you will be informed of any vacancies as they arise.

You can become directly involved in the life of the school as a volunteer by expressing an interest to Mrs Partridge, Headteacher, or leaving your contact details in the school office.

How will the school support and prepare your child with transition, both on joining and leaving the school?

We hold an Open Evening for Y2 parents in the November of the school year before pupils join us. This provides a first opportunity for parents to meet our staff and the Headteacher, to get a 'feel' for our school, and to ask any questions relating to our ability to meet additional needs that are already recognised.

We enjoy close liaison with our main feeder schools: Larklands Infant and Nursery School, Field House Infant School, Chaucer Infant School, and our Y3 staff visit all feeder schools once places for Y3 are confirmed. Any relevant information about any additional needs for your child will be shared at the earliest possible opportunity: Y3 staff usually attend Annual Reviews for Y2 pupils if these take place in the Summer terms.

Y2 pupils spend a day with us in July, and parents have an opportunity to meet the Y3 staff and Headteacher again. Some pupils benefit from extra visits to us, to build confidence before starting in Y3.

For Y6 pupils moving on to Key Stage 3, we meet with staff from the secondary schools once places are confirmed. All local secondary schools hold Open Days/Evenings before applications have to be made, and we have close working relationships with their staff and SENCOs. Y6 pupils spend two days at their new schools in July, and some pupils with additional needs have extra visits. We transfer all relevant records and information, and secondary school staff spend time meeting our staff and pupils to gain the fullest possible understanding of each individual.

APPENDIX 1: LINKS TO RELATED AND SUPPORTING POLICIES:

- **b**