

Sawley Junior School SEND Information & Provision

As part of ONE Academy Trust, we at Sawley Junior School strive to support all children to enable them to achieve at school.

In order to do this, many steps are taken to support them through their learning journey, based around quality teaching provision. However, for some children there are occasions when further additional support may be needed to help them achieve their targets.

Glossary of SEN terms.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder	LEA	Local Education Authority
ADHD	Attention Deficit & Hyperactivity Disorder	IEP	Individual Education Plan
ASD/A SC	Autistic Spectrum Disorder/Condition	KS	Key Stage
CAF	Common Assessment Framework	MLD	Moderate Learning Difficulty
CAMHS	Child & Adolescent Mental Health Service	OT	Occupational Therapist
COP	Code of Practice	SaLT	Speech & Language Therapy
CP	Child Protection	SEN	Special Educational Needs
EAL	English as an Additional Language	SEND	Special Educational Needs & Disability
EP	Educational Psychologist	SENDCo	Special Educational Needs and Disabilities Co-ordinator
FSM	Free School Meals	SpLD	Specific Learning Difficulty
HI	Hearing Impairment	VI	Visual Impairment
LAC	Looked After Child		

Current SEN Updates

Here we aim to give you the background and explain what these changes may mean for you and your child at Sawley Junior School.

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers.
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently

support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child."

Derbyshire Local Offer can be found here:

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

What will it do?

The Local Offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer has been updated.

There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

What does this mean for you?

These frequently asked questions (FAQs) have been designed to help you understand provision at Sawley Junior School.

1) How does Sawley Junior School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, teaching assistants or the pupil's previous school
- there is a lack of progress
- test scores are signifying that a child is not meeting age related expectations
- there is a change in the pupil's behavior
- a pupil asks for help

2) What should I do if I think my child may have special educational needs?

If you have concerns, first, arrange a meeting with your child's class teacher so you can share any needs or concerns. The teacher will talk to you about how your child is in school. Following this, a meeting with the SENDCo may be needed. Make a note of your child's strengths or their favourite things and also the things they find difficult or you are concerned about. This will help when meeting with a member of staff.

3) How will I know how Sawley Junior School are supporting my child?

- Each pupil's education programme will be planned by the class teacher. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- You will be able to discuss your child's progress at Open Evenings.
- Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office.
- IEPs (Individual Education Plans) are discussed and reviewed each term. Targets are set by the class teacher. Parents/carers are encouraged to contribute their input to be included on the IEP.

Where applicable, interventions and provisions will be recorded on the pupil's IEP. If you have any queries

related to the interventions or provisions please do not hesitate to contact the class teacher.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Headteacher and/ or the Assistant Headteachers to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the SENDCo.

Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Teams, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The Governors for Sawley Junior School are responsible for entrusting a named person, Mrs Sisson, to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

4) How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Regular formative and summative assessments allow teachers to closely match teaching with your child's needs.
- Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- Small group work will support your child with specific difficulties and catch up sessions will be delivered during assembly times so that your child goes into the next lesson feeling confident they can access the curriculum at their level.
- Teachers will take advice from all professionals involved with your child, e.g. Speech and Language therapists, Inclusion Specialist Team, Educational Psychologists, Family Liaison

Officer etc. to plan a personalised programme for your child.

5) How will you help me to support my child's learning?

- The class teacher may suggest ways of supporting your child's learning through messages, at parents' evenings or if you are requested to attend a meeting.
- Mrs Joyce, the SENDCo may meet with you to discuss how to support your child. The class teacher may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study can be provided that can be used at home.

6) What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Members of staff such as the class teacher, teaching assistants, SENDCo and Family Liason Officer are available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.
- Social skills and emotional literacy groups are run by Mrs McDowall and Mrs Mayfield.
- Pupils who find lunchtimes a struggle are able to join the Chill Room run by an experienced teaching assistant. Fun games and activities are made available to help provide the pupils with social skills to enable them to form friendships.
- We offer Toast Club for pupils requiring extra support transitioning into school in the mornings.
- There are also many activities which your child may access such as Drumming, Vocal zone, Mini leaders, Lunchtime club, Gardening, zumba and run a mile. These may also support their overall well-being.

Claire Kudryk is our Family Liaison Officer or FLO.

Hello everyone



I'm Claire Kudryk, the Family Liaison Officer for Sawley Junior School. A bit about me; I have a degree in Childhood Studies and have been working as a Family Support Worker in the local area for the past 10 years. I have lots of experience of working with and supporting all different types of families with various individual

needs and have knowledge of and contacts with many other support services in the area.

Support offered

I can be a listening ear and offer support, advice and guidance to parents/carers and families around specific issues you may be struggling and faced with at home including:

- Being worried about your child's behaviours
- Being worried about your child's emotional health
- Being worried about your child socially
- Support around implementing routines in the home
- Support around managing children's behaviour
- Support around adjusting to any changes within the family home
- Support and sign post to more specific and targeted services in the local community including health, housing, and other social issues

I can support children in school on a 1-to-1 basis and in small groups by listening and working with them around a variety of issues including:

- Regulating their feelings and emotions
- Helping them to manage anger and frustrations
- Helping them with anxiety
- Building on their confidence and self-esteem
- Supporting around key transitions, including moving between classes and schools
- Support around friendship and relationship issues
- Support around family issues eg. Bereavement, new baby, parent's separation/divorce, family breakdown, parental health and well-being needs.

In addition, I can support families on a more targeted level through offering packages of support through home visiting and we can work together in overcoming any difficulties you may be facing.

As well as my supporting children and families role, I will be supporting the school to promote good attendance. Therefore, if you struggle with getting your child into school every day on time, please contact me to see if I can offer you any further support around this to prevent this concern escalating to the level whereby education welfare processes may need to be implemented.

If you would like to book an appointment to see me I will be running a parent drop in session the first week of each month in each school so please contact your child's school to book an appointment or email me on ckudryk@oneacademytrust.co.uk.

7) *Pupils with medical needs*

If a pupil has a medical need then a detailed Care Plan is compiled by school in consultation with parents/carers. These are discussed with all staff who are involved with

the pupil. Please let the school know of any medical conditions your child has been diagnosed with.

All staff with First Aid training are on a rota. The pupils can access them at any time during the day. The SLT are all first aid trained and are available during after school activities.

Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medication Agreement (in line with the medication policy) is in place to ensure the safety of both child and staff member.

8) What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Inclusion Services Team
- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Hearing/Visual/Physical Impairment Team
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Derby and Nottingham Hospitals (Paediatricians)
- Learning Support Service
- School Nursing service
- COMPASS
- Neuro Hubs

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the school action planning meeting (SAP). These are meetings held between school staff and where appropriate, other professionals. The aim of an SAP is to gain an understanding of and try to resolve a pupil's difficulties.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

9) What training are the staff supporting children and young people with SEND had or are having?

Some of the training SJS staff have experienced:

- Staff have had moving and handling training for wheelchair use.
- First Aid training
- Peer Mediation – 1x Teacher
- Autism ambassador training – SENDCo
- PDA training - SENDCo
- Bereavement counselling
- SENDCo training on new legislations
- NA SENCO qualification
- 4 TAs completed Outstanding TA course.
- 2x teaching assistants have received training on the “It’s good to be” me
- Positive play we currently have 4 TA’s trained in this area working with individual and small groups of children weekly.
- Social Emotional Mental Health training course – 1x TA, 1x SLT
- Staff received training (2024-25) on Emotion Coaching, Sensory Processing and assessment for Pre-Keystage.
- Numeracy support in the classroom using apps and Numicon- 3 TA’s trained.
- TA training on: Precision Teaching, Shape Coding, Supporting Cognition & Learning, Sensory Circuits 2024-25
- Staff training on Emotional Regulation, Sensory Processing, Emotion Coaching, Cognition and Learning supports (Shape Coding & Precision Teaching) 2024-25
- TA’s have a cluster meeting with all schools in WAT to share ideas and good practice.
- We also offer a wide array of workshops for parents and carers to access, these are hosted by COMPASS, Inclusion Support Advisory Team, Educational Psychologists, ourselves, or other professionals through the Local Authority or other charities as well as parent networking events. We run these half termly through our group SEND Natters & Other Matters and we signpost external agency support through channels such as Class Dojo.

10) How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. We try to be as inclusive as possible at our school.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- Transport has been assessed to suit need and we have options available for wheelchair friendly coaches.
- All staff have been moving and handling trained.
- If it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

11) How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the building accessible to all.
- Larger padded chair for children needing additional support.
- Steps for toilet access.
- Laptops with Clicker & Docs Plus installed.
- Chair bands
- Wobble cushions
- Fidgets
- Ear defenders
- Table slopes
- Pencil grips & Theraputty
- Lift to allow children with mobility issues to access the swimming pool.
- Quiet room at lunchtime for children unable to cope with the stresses of large groups of people.
- Weighted blankets
- Seats in assembly for children unable to sit on the floor.

12) How will the school prepare and support my child when joining Sawley Junior School or transferring to a new school?

Sawley Junior School understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Meetings between the previous or receiving schools prior to the pupil joining/leaving.
- Mrs Joyce attends the infant feeder schools Review meetings.
- Year 2 pupils attend two Transition Days where they spend the morning with their new class teacher. They also experience school lunch. At playtimes one day per week the children come and play with pupils in year 3 in the summer term.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Mrs Joyce is always willing to meet parents/carers prior to their child joining the school.
- Mrs Joyce organises extra transition sessions with vulnerable year 6 pupils before transition and year 2 coming up.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs Joyce meets the SENDCo from the secondary schools to pass on information regarding

SEN pupils.

- Nurture group is offered by the secondary school for children specifically needing additional visits for up to 6 weeks prior to their transition days.
- Where a pupil may have more specialised needs, a separate meeting is arranged with Mrs Joyce, the secondary school SENDCo, the parents/carers and where appropriate the pupil.
- Children can be recommended by school for summer school places to help them meet other children from other feeder schools in order for them to settle in to their new schools.

13) *How are the school's resources allocated and matched to children's special educational needs?*

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- If any concerns are raised on completion of the assessments Mrs Joyce will investigate further support or advice from outside agencies if required.
- Individual Pupil Premium payments are used to support that pupil's learning.
- Children with a statement or an EHCP will have resources and TA's attached to them as per their individual plan.
- Children in receipt of inclusion funding will have allocated adults at various times supporting in lessons.
- Children are grouped and supported by an experienced team of teachers and teaching assistants.

14) *How is the decision made about how much support my child will receive?*

- When the children join the school support is allocated on the information provided by the feeder school. Usually, in consultation with their class teacher, the SENDCo will allocate teaching assistants to individuals or small groups to support in class or in other focus groups tailored to the pupils' needs.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- Parents/carers will be able to see the support their child is receiving on a provision map which will be sent home three times a year. A provision map is a record of support that the pupil is receiving including the impact it is having on the pupil's learning.

15) *How will I be involved in discussions about and planning for my child's education?*

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher.
- During open evenings.
- During discussions with Mrs Joyce or other professionals.
- Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.
- Feedback from meetings with other educational professionals at school.

16) *Who can I contact for further information?*

The Class teacher, Tas and SENDCo are always happy to help with any queries, or to discuss your child's needs. You can make an appointment with the office to speak to Mrs Joyce or catch them on the playground. However, if you are unhappy about something regarding your child's schooling please follow the school's Complaints policy.

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.