

Ewanrigg Junior School SEND Information Report



The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEND. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information. Our school SENCo Yvonne Craig is available by calling 01900 812330 or by emailing admin@ewanrigg.cumbria.sch.uk

Admissions:

Ewanrigg Junior School is an inclusive school who will endeavour to meet the needs of **any** child wishing to attend. The broad areas of SEND are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

We ensure we meet our duties by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Currently we provide for the following types of SEND:

- Autism
- ADHD
- Hearing Impairment
- Specific learning difficulties- English, Maths, Reading
- Dyslexia
- Physical disabilities (Perth's disease)
- Children with social, emotional and mental health issues including behaviour

Identification and assessment methods

We identify children with SEND in a number of ways. This includes:

- Liaising with the previous school or setting
- Identifying children working below age related expectation
- Noting if there is a change in a pupil's behaviour
- Listening to concerns and identifying children with possible SEND during staff and team meetings
- Investigating concerns raised by parents/carers
- The use of standardised assessments such as dyslexia screening and memory tests
- Completing Boxall profiles on specific children

We offer a graduated approach to meeting the needs of any child identified with SEND. f any child is deemed to be making little or no progress when teaching approaches are

targeted specifically at a child's identified areas of weakness then the child may be with consultation with parents put on the schools Barriers to Learning register, school action plus or be considered for an ECHP.

We evaluate the effectiveness of our SEND provision in the following ways:

Children with statements/ECHP's as well as those on our barriers to learning register are tracked and evaluated via raise online. Our in house tracking system also monitors children through SIMS management systems. Teacher analysis all of the data is then used to identify any children that need help, intervention or support. All data is fed back to all staff during staff meetings and to the governing body during curriculum and progress committee meetings. We aim to ensure that the child's progress is similar to that of their peers starting from the same baseline and that personal, as well as national progress, matches or better the child's previous rate of progress.

Assessing and reviewing progress

We assess the progress with pupils with SEND formally 4 times per year via summative assessments that meet the needs of the individual child. At EJS we do not believe in making children sit age related assessments if they are unable to access them and may, where appropriate, dis-apply Y6 children from statutory Y6 SATs. We also assess the progress of children with SEND in the following ways:

- Teacher assessment to ensure the gap between child and age related expectation is narrowing
- Review targets set in IPP's, Statements, EHCP's ensuring that child is meeting individual targets
- Review specific intervention targets
- Use of specific intervention assessments (e.g. Pre and Post assessments in maths recovery, Reading Intervention, Toe by Toe, Structured Reading and Spelling etc)
- Governor monitoring
- Discussions with the child and any members of staff that they are involved with
- Discussions and feedback meeting with parents

If all involved are satisfied that the child is making progress then we will continue to reassess and adjust provision during the termly barriers to learning reviews. There is also the possibility of children moving off the barriers to learning register. We assess our SEND teaching and learning through book scrutinise and learning walks by governors and the SENCo. All findings and feedback are regularly reported to the head teacher and governors.

Our approach to teaching pupils with SEND

At EJS we focus on the child or young person as an individual, not their SEND label and integration is key to our approach. We offer:

- Personalised teaching and learning
- Family groups for learning
- In class support
- Specific learning interventions (SRSP, Reading Intervention, Maths Recovery, Toe by Toe)
- Social, emotional and wellbeing intervention groups (Learning to get along, hands and feet to myself, anger management, learning behaviours, happy to be me)

- Risk and Safety groups - Kidsafe, E-Safety
- 1:1 support
- Family Learning
- Access to senior learning mentor
- Provision mapping

We offer a graduated approach to meeting the needs of any child identified with SEND and if any child is deemed to be making little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness then the child may be, with consultation with parents, put on school action plus or be considered for an ECHP.

Adapting the curriculum for pupils with SEND

At EJS we ensure that the curriculum is accessible to all children and that the children have the same learning experiences wherever possible. All activities in class are planned and differentiated at an appropriate level and homework tasks are set to help parents support their child at home. Children have access to appropriate resources to support their learning e.g. coloured overlays, writing slopes etc. We also differentiate our teaching by offering family groups for learning. Children are taught in ability groups ranging in numbers from 4-25 and these groups have a foci which concentrates on the needs of the children. In class support is also offered across the curriculum. If any child has a major struggle accessing the curriculum there is a nurture group lead by our senior learning mentor.

We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

EJS is an inclusive school and we endeavour to meet the needs of every child who attends. The school is one level for wheel chair access and there is a disabled toilet and shower on site. After school clubs are accessible to all children and the SENCo manages SEND budget to ensure any specialist equipment that is needed is made available. All school trips are accessible to all- additional adult support will be made available if needed and risk assessments will be drawn up to ensure the safety of all pupils, staff and members of the public.

The following emotional, mental and social support is available for pupils with SEND:

EJS believe in developing children as a whole and preparing them for life outside of school. As a result we offer a broad and balanced curriculum that caters for the emotional, mental and social needs of our children. All children are taught valuable skills through the PSHE curriculum and all of the staff follow our behaviour and anti-bullying procedure. However we also offer more specialised support such as:

Lego therapy

Nurture groups

Social, emotional and wellbeing intervention groups (Learning to get along, hands and feet to myself, anger management, learning behaviours, happy to be me)

Our senior learning mentor is also able to support families in making contact with other outside agencies that may be of benefit to a child.

The name of our SEND Co-ordinator (SENCo) is: YVONNE CRAIG

Listed below are the names of staff members possessing expertise related to SEND:

Name: Yvonne Craig

Name: Amanda Tweedie

Job role: Head teacher, SENCo

Job role: Teacher, Shadowing SENCo

Expertise: Social, Emotional, Mental

Expertise: Currently in training- National Award

Health and Behaviour. Autistic Spectrum Disorder	for Special Educational Needs Coordinator
Name: Janet Butler	Name: Kay Dawson
Job role: SEND Governor	Job role: Senior Learning Mentor
Expertise: Literacy SEND management	Expertise: Social, Emotional and Health
Specialists	
<p>In addition to what we offer at EJS, we use the services of the following specialists:</p> <p>Barnardo's CAHMS School nurse Specialist teachers (ADHD, Autism, Hearing impaired, Physical/medical) Speech therapist Social Services NSPCC Parent partnership SHOUT support group Educational psychologist Occupational and Physiotherapist Early Help Police Young Carers</p>	
Equipment and Staff Expertise	
<p>We are fortunate Ewanrigg Junior School to have a team of extremely dedicated and experienced staff. Staff regularly attend training linked to various aspects of SEND and whole school training is regularly organised to address key issues. We also have a highly trained Learning Mentor who works closely alongside our SEND children and who works closely alongside the SENCo. We currently have staff trained in:</p> <p>Maths Recovery Structured Reading and Spelling Reading intervention Toe by Toe Word Wasp Quest Springboard Maths Nurture Group KIDSAFE Lego therapy Boxhall Profiling Restorative Justice Happy to be Me Self-Harm and Suicide Child Bereavement</p> <p>We also have a range of equipment available such as writing slopes, tablets, iPads and</p>	

sensory/therapeutic toys. For some of our pupils extra financial support is received and this will be used to support the child in a variety of ways to best meet their needs. Decisions about how this is used will be made together with parents and will be reviewed on a regular basis.

Involvement of parents with children with SEND

EJS believe that pupils and parents should be involved in all decision making. To ensure this we:

- Meet formally with parents twice per year to discuss concerns, barriers to learning and targets.
- The class teacher and/or SENCo to meet regularly to share and discuss IPP's, EHCP's and statements with parents.
- Hold annual review's for those children with statements and EHCP's

This involvement should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

Class teachers, Head teacher and SENCo are available for appointments. Please contact the school office (01900 812330) to arrange a mutually convenient time.

Complaints

Our arrangements regarding complaints from parents of pupils with SEND are as follows: Anyone who uses the school is able to access Ewanrigg Junior School's complaints procedure which is available on the website.

A person can use the school office to make an appointment to meet a member of staff and a member of the senior leadership team to raise a concern. The concern will be addressed and dealt with as quickly as possible.

If you are not satisfied with the resolution then you are able to make a formal written complaint to the head teacher or governing body who will arrange for the complaint to be investigated by a nominated person. You will be contacted by the school where we will outline the results of the investigation.

If the results of the investigation are still unsatisfactory then you are able to appeal to the governing body. The chair of governors will arrange a panel to consider your appeal and you will be responded to in a set timescale.

The school is not responsible for handling complaints about third party.

Although EJS understand that some complaints may be stressful and distressing the school will not accept threatening or harassing behaviour.

External and Governing Bodies

Our Governing body reviews the barriers to learning register and related data at curriculum and progress comity meetings. The health and social services bodies are involved in team

around the child, early help, children in need and looked after children meetings however we also work very closely with voluntary services particularly Barnardo's.

We work with the following bodies to ensure the best possible provision for our pupils with SEND:

Early intervention team/ CAFS

Educational psychologist

CAHMS

Speech and language therapist

Paediatric Nurse

Occupational therapist

Physiotherapist

Specialist teachers (Cognition and learning, Communication and interaction, Hearing, Physical and sensory)

Dyslexic specialist advisor

Young Carers

More information and help about these services is available at:

https://www.cumbria.gov.uk/Landing_page/childrenandfamilies.asp

Or by contacting : 01900 706453

All of these agencies are involved in the setting of personal and national targets for our children.

Support Services

Parents of children with SEND may find the following support services helpful, in addition to schools offering:

SHOUT support group- joahill76@googlemail.com or find them on Facebook- Shout parent support group, Maryport

Barnardo's- www.barnardos.org.uk

Occupational therapist- Footsteps Child Development Centre 01946 68551

Young Carers-<https://www.westcumbriacarers.co.uk/services-support/young-carers/>

Cumbria Disability Network- <https://equalitycumbria.org/>

Scope- www.scope.org.uk

Mencap- www.mencap.org.uk

Transition

Our transitional arrangements for pupils with SEND include:

- School team including SEND will meet with previous class teacher/SENCo wherever possible to discuss the child's personality, needs and requirements.
- Any plans or statements that outline needs and effective support are passed over.
- If a face to face meeting is not possible telephone consultations will take place.
- Opportunity for phased transition normally lead by the learning mentor
- Children have the opportunity to attend a summer school.
- Consultations with outside agencies (e.g. Joanne Caffery) to ensure staff are suitably trained (e.g. administration of medication, positive handling) and school has the correct equipment.

We also ensure that transition from our school to secondary/ any other school is as smooth

as possible for our current SEND pupils by following the same procedure.

Cumbria's local offer, explaining what is available on a local authority basis, can be found using the following link:

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>