



# SEND INFORMATION REPORT

2018-2019

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# **SEND INFORMATION REPORT**

## **2018-2019**

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# ***‘Believe – Achieve – Succeed’***

## **1. Aims**

Our SEND information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Carrington Junior School we are committed to giving **all** our pupils every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of **everyone** within our school. Every teacher is a teacher of every pupil, including those with Special Educational Needs and Disabilities (SEND). We respect the unique contribution which every individual can make to our school community. We want to create an atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs.

## **2. Legislation and guidance**

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEN information report.
- The amount of funding we currently receive for SEND in 2018-19 is £155,615 (This is the Notional SEND Funding and is based on a percentage of AWPU (basic pupil place funding)).

## **3. Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and Responsibilities**

**4.1 The Inclusion Manager is responsible for SEND and is a member of the Senior Leadership Team (SLT).**

The Inclusion Manager is Narges Gonzalez.

They will:

- work with the Headteacher and SEND governor to determine the strategic development of the SEND Policy and provision in the school;
- have day-to-day responsibility for the operation of the SEND Policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health Care plans;
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- advise on the graduated approach to providing SEND support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- be the point of contact for external agencies, especially the local authority and its support services;
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- ensure the school keeps the records of all pupils with SEND up to date.

#### **4.2 The SEND Governor**

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings;
- to ensure the board is informed on SEND issues.
- monitor the impact of SEND provision and whether it is being carried out within the provisions of SEND policy, plan and SDP for the school
- work with the Headteacher and Inclusion Manager to support the strategic development of the SEND Policy and provision in the school. The plan will be proposed by the Headteacher and approved by the Governing Board in line with the school strategic development plan.

#### **4.3 The Headteacher**

The Headteacher will:

- work with the Inclusion Manager and SEND governor to support the development of the strategic development of the SEND Policy and provision in the school;
- have overall responsibility for the provision and progress of learners with SEND and/or a disability.

#### **4.4 Class Teachers**

Each class teacher is responsible for:

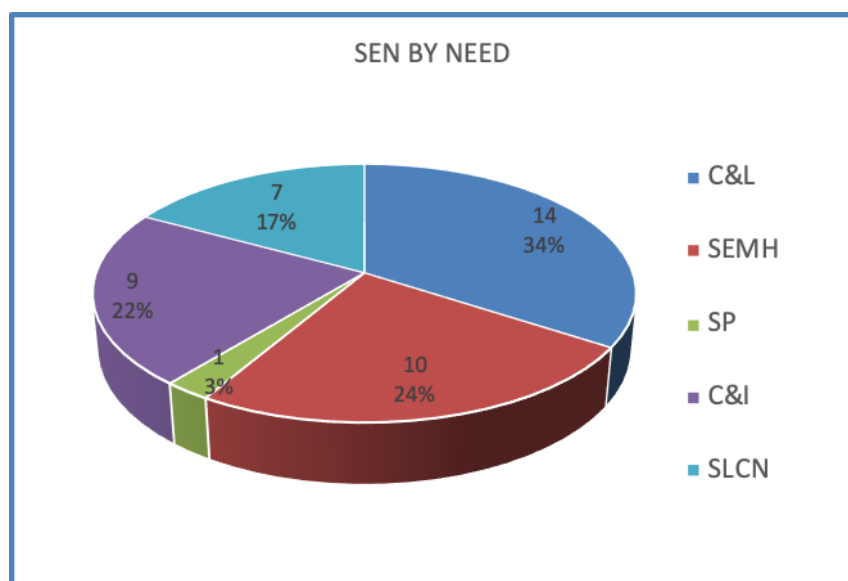
- The progress and development of every pupil in their class;
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- working with the Inclusion Manager to review each pupil's progress and development and decide on any changes to provision;
- ensuring they follow the SEND Policy and information report.

## 5. SEND Information Report

### SEND at Carrington Junior School

Total number of children on SEN register	41
Total number of PP on SEN register	12
Total Number of PP with EHCP	2
Total on SEN register with EHCP	10
Number of boys on SEN register	30
Number of girls on SEN register	11
Attendance	96.2

	National Data	Carrington Data
% of pupils with SEN	14.6	18
% of pupils with SEN Support	12	14
% of pupils with EHCP	2.9	4
% of PP pupils on SEN register		5



#### 5.1 The kinds of SEND that are provided for

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

- communication and interaction, for example, Autism Spectrum Disorder (ASD), speech and language difficulties;
- cognition and learning, for example, dyslexia, dyspraxia;
- social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD) and anxiety related conditions;
- sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;
- moderate/severe/profound and multiple learning difficulties.

Carrington Junior School has an Additionally Resourced Provision (ARP) for up to 8 pupils with a diagnosis of ASD. We currently have 4 teaching assistants employed to support the ARP and 1 experienced HLTA. The number of allocated staff may change according to pupil requirements. They have all received either SCERTS training or have Level 2 accredited Autism training. The Inclusion Manager who is a qualified Specialist Teacher for pupils with ASD oversees the provision provided for the named pupils in the ARP. Through this provision, Carrington Junior School provides:

- additional staff trained to meet the needs of pupils with ASD;
- an ARP base for pupils in the ARP to use when they register and access when they are not integrating into mainstream classes. In here, pupils have their own desk and dividing board, where their individual timetables are visible;
- access to regular speech and language therapists, occupational therapist and other specialists to work with individual pupils;
- extra resources that help pupils to integrate and work with increased independence;
- additional activities to promote support in social aspects of development, such as life-skills programmes.

At Carrington Junior School, we use the ARP support to help pupils to integrate into mainstream. Pupils have individual timetables with varying times of integration, according to their needs. Pupils are entitled to extra support when they integrate in the mainstream classes and arrangements are catered to their requirements.

## **5.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and this is discussed with Senior Leadership Team (SLT) half-termly. Teachers are supported to identify pupils 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.

This may include progress in areas other than attainment, for example, emotional and 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 making reasonable adjustments or whether something different or additional is needed.

Types of Assessment used at Carrington include:

- national curriculum descriptors at the end of each key stage;
- summative assessments;
- Autism Education Trust Progression Framework;
- standardised screening and assessment tools;
- observations of behavioural, emotional and social development;
- sampling of work and class observations;
- assessments by a specialist service, such as Educational Psychology or Specialist Teacher Service (STS);
- strengths & difficulties questionnaire (SDQ).

### 5.3 Consulting and involving pupils and parents

- Parent/Carer consultation evenings are held twice a year where parents/carers can meet with class teachers. Interim report cards are issued at these meetings so parents are aware of how to support their child with specific targets to work on.
- Termly 'Book Looks' run either during the morning or afternoons and give parents the opportunity to look through their child's books. Parents are also invited to school every term for a 'Drop and Stop' to visit their child's classroom and be part of their progress.
- Pupils with EHC plans will have an interim review as well as a formal 'Person Centered' Annual Review. All professionals involved, parents and, if appropriate, the child themselves will be invited to attend where targets can be reviewed and updated.
- Parents of pupils who have been identified as having SEND will be invited to termly 'Extra Provision' meetings to set up and review progress and outcomes. The Inclusion Manager and class teacher and parents will discuss the value in providing specific interventions tailored to the child's needs which will be highlighted on a SEND Support Plan.
- These meetings take into consideration parents' availability and provide a longer and tailored time to ensure their child's needs are explored in detail with the class teacher and Inclusion Manager.
- Some pupils being supported by a TA will require more frequent communication with the parents/carers and it may be appropriate to use a communication diary or Home/School Book.
- In certain cases, arrangements are put in place for phone calls or emails to/from School.

This communication 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 works together to assess potential barriers to learning;
- everyone is clear on what the next steps are with high aspiration ensuring the child can access the curriculum to meet their full potential.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

If a child is identified as having SEND need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality teaching. This support is set out in the school's whole school Provision Map, which documents the support that is to be put into place. When providing support that is "additional to" or "different from" we engage in a four-stage process called the graduated approach:

**Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a SEND Support Plan and will form the basis for review meetings.

**Do** - providing the support – extra assistance for learning – as set out in the plan.

**Review** – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – pupil, parents or carers, teacher, Inclusion Manager and outside agencies contribute to this review. This stage then informs the next cycle.

The class teacher will work with the Inclusion Manager to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil;
- their previous progress and attainment and behavior;

- 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.

Where identified, SEND Support Plans are written by the class teacher and are overseen by the Inclusion Manager. These are reviewed termly and show how support is targeted and the effectiveness of the interventions used. Pupils will also contribute to this plan and regularly discuss what support they feel works best for them. Information from class teachers, parents/carers and most importantly the pupil, are all used to assess the effectiveness of the provision and the progress of pupils with SEND. We monitor provision in consultation with the pupil and parents/carers.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases**

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- Pupils in transition from year 2 to year 3, will be visited by either the Inclusion Manager and/or the year 3 class teachers. Transition arrangements are made on an individual basis and on an assessment of the pupil's needs.
- Pupils in transition from year 6, will have information compiled together by their class teachers and Inclusion Manager as to the type of support needed by each individual pupil as they enter year 7.
- The new schools'/settings' representatives will visit the pupil and their current teacher.
- The pupil/parents will be given the opportunity to visit their chosen school prior to induction day and more than one visit can be arranged if necessary.
- Pupils arriving after year 3 or leaving to attend a new school prior to year 6 will be supported during the transition on an individual basis.

The school currently collaborates between the following education providers and other settings on a regular basis, but this list is not exhaustive: Carrington Infant School, The Marsh, Bourne End Academy, Sir William Ramsay, Royal Grammar School, Stony Dean School, Beaconsfield High School, Holmer Green Senior School, The Beaconsfield School, Great Marlow School, The Highcrest Academy, John Hampden Grammar School and St. Michael's RC School.

### **5.6 Our approach to teaching pupils with SEND**

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

High quality teaching is our first step in responding to pupils who have SEND. Each child's education programme will be planned by the class teacher. It will be differentiated accordingly to suit their individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc then they may be placed in a small focus group. This will be run by the teacher or teaching assistant. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Where necessary other interventions may be implemented:

- Nessy, Maths Booster, Reading Booster, Writing & Spelling Booster, Occupational Therapy input, Speech & Language based interventions. Social & Emotional groups, Anxiety Management, Social Thinking and Play Therapy.
- SCERTs is being applied in the ARP.
- Occasionally a child may need more expert support from an outside agency such as Education Psychologist or Occupational Therapist etc. A referral will be made, with the parents' consent and forwarded to the most appropriate agency.
- We support pupils with managing their behaviour in order to take part in learning effectively and safely. We do this by supporting pupils to build on their social skills and their ability to socialise with their peers and other pupils effectively. We also help individuals to manage their emotions, develop resilience in order to take part in learning.
- We also help individuals to manage their mental health and wellbeing. We have several members of staff trained as Mental Health First Aiders as well as accredited Level 2 Mental Health for children and young people.
- We run social & emotional groups for identified pupils.
- The whole school has been developing Growth Mindset as an integral part of school life
- We offer transition workshops for pupils in Y6 who are leaving to go to secondary school
- We also have Play Therapy for identified pupils.
- Individual staff have had further, or more specific, training on how to support pupils with individual needs from specialists or through external training courses.
- Where necessary, staff have had special medical training, including advice from physios and OTs relating to individual pupils' needs. This is in addition to those who are designated First Aiders.
- Life Skills support.
- A number of staff have received advanced training in 'Team Teach' instructions to provide them with appropriate positive handling skills. This also includes training in restraint.

### **5.7 Adaptations to the curriculum and learning environment**

Carrington Junior School is an inclusive environment for all pupils with Special Needs. We aim to include all pupils in all aspects of school life.

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

- differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc;
- adapting our resources and staffing;
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc;
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have 9 teaching assistants and 1 Higher Level Teaching Assistant who are trained to deliver a variety of interventions.

- TAs are used in both in-class support, small focus group support and for 1:1 sessions. The type of support depends on the pupils' needs and the requirements of the teacher.
- Support may also be offered during assembly and personalised learning times. The support is normally offered for targeting a specific area of learning. Examples of support offered at these times are: maths booster groups, literacy catch-up, phonics support, spelling work, Rainbow Road, Life Skills programmes, Lego Therapy, Social Thinking and individual work given by external agencies for pupils to complete.

## **5.9 Expertise and training of staff**

The Inclusion Manager has been in post since September 2017 and has 15 years of experience working with pupils with SEND. Before joining Carrington Junior School, she worked for Buckinghamshire County Council as a Specialist Teacher working with Primary and Secondary aged pupils with ASD and SLCN. As well as SEND specialism, the Inclusion Manager has several accredited qualifications for supporting children and young people with mental health difficulties.

They are allocated 4 days a week to manage SEND provision.

Individual staff have had further, or more specific training on how to support pupils with individual needs from specialists or through external training courses.

All staff have had Autism training, either through Autism Education Trust and/or the ASD specialist teaching service.

Staff have regular training on safeguarding and using an Epi-pen in school

In the last academic year, staff have been trained in Team Teach positive handling, Mental Health First Aid, Speech & Language, ASD, Understand Mental Health in children, Attachment Theory, Anxiety in children, Behaviour Management, Mental Health for children and young people, Clicker 7, Sensory Processing Difficulties, Fine/Gross Motor Difficulties amongst others.

## **5.10 Securing equipment and facilities**

- Regular fire alarm and lock down practices take place to ensure all of our pupils, including pupils with a physical disability, are aware of the procedures and can identify exit routes from each classroom they access, in the event of an emergency.
- The school gate is fully secure and is card activated and is monitored using CCTV.
- All SEND files are kept in locked cabinets in a locked office.

## **5.11 Evaluating the effectiveness of SEND provision**

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

- reviewing pupils' progress towards their goals at pupil progress meeting with teachers and SLT half-termly;
- reviewing the impact of interventions using our Intervention Tracker after 6 weeks;
- monitoring by the Inclusion Manager at Termly SEND days with teachers following SEND observations;
- using SEND support plans;
- holding termly Extra Provision Meetings with parents, teachers and Inclusion Manager;
- holding annual reviews for pupils with EHC plans
- the SEND governor monitors through liaison with SMT, especially Inclusion Manager and also through visits and learning walks.
- the headteacher reports to governors on SEND matters through her termly reports to FGB.

## **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All pupils are included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in

an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

Some pupils find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of pupils or spend long periods of time outside. Each pupil's needs will be considered on an individual basis.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

- All pupils are encouraged to go on our residential trips.
- 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 SEND or disability.
- The school has an up to date Accessibility Plan which is considered each year and whenever there is building work – click here to view our [Accessibility Plan](#).
- Classrooms are audited regularly by the Inclusion Manager following the Autism Education Trust Sensory Audit with the AET framework implemented.
- Individual workstations are used when required.
- Sensory tools implemented where needed.
- Visual Timetables are used in all classrooms with Social Stories visible for certain daily routines.
- The school's main buildings are Equality Act compliant.
- All buildings are wheelchair accessible with ramps where necessary.
- There are 2 fully accessible disabled toilets on the premises, one for adults use and one for pupils.
- A disabled parking bay is positioned nearest to reception area for easier access.
- Personal Emergency Evacuation Plan (PEEP) is put in place for any pupil with physical disabilities, identifying the safest exit routes in the event of fire, from all areas of the school buildings.
- Admissions of pupils with SEND are considered on the same basis as those without SEND. The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:
  - **must** consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures;
  - **must** not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs;
  - **must** not refuse to admit a child on the grounds that they do not have an EHC plan - click here to view our [Accessibility Plan](#).

### 5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development. Pupils with SEND are encouraged to be part of any school clubs.

We have a zero tolerance approach to bullying. Click here to view our [Anti-Bullying Policy](#).

### 5.14 Working with other agencies

The school's governing board involve the following external agencies and other professionals are consulted with for pupils who need extra specialised support:

- Child Protection Services
- CAMH's (Child & Adolescent Mental Health Service)
- Family resilience
- Community Paediatrics
- Speech & Language Therapy
- Occupational Therapy
- Educational Psychology
- Specialist Teaching Service - service to support pupils with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
- Social Care
- School Nurse
- Educational & Welfare Officers
- Pupil Referral Unit (PRU)
- Counsellors – when individual pupils require additional counselling
- Bucks mind peer mentor team
- Education Mental Health Practitioner through Trailblazers
- County SEND Team.

### **5.15 Complaints about SEND provision**

Concerns about SEND provision in our school should in the first instance be made to:

- The class teacher in the first instance
- Inclusion Manager/Deputy Headteacher or the Headteacher

If concerns are not resolved at this stage, the concern can be referred to the school's Complaints Policy which is published on the school website ([www.carringtonjs.co.uk](http://www.carringtonjs.co.uk)).

There are different arrangements in place for complaints concerning EHCPs and Exclusions.

For EHCP related complaints you are required to contact the Local Authority SEN Team. [The SEN Team contact information](#).

To complain about a Permanent Exclusion contact the chair of governors: [chaircarringtonjuniors@gmail.com](mailto:chaircarringtonjuniors@gmail.com) or via the school office.

### **5.16 Contact details of support services for parents of pupils with SEND**

Name: Mrs Narges Gonzalez – Inclusion Manager

Email: [ngonzalez@carringtonjs.co.uk](mailto:ngonzalez@carringtonjs.co.uk)

Tel: 01628 521457

### **5.17 Contact details for raising concerns**

The contact for concerns, complaints or compliments from parents of pupils with SEND:

Name: Mrs Anna Majcher - Headteacher

Email: [office@carringtonjs.co.uk](mailto:office@carringtonjs.co.uk)

Tel: 01628 521457

The school's Complaints Policy can be found here: [www.carringtonjs.co.uk](http://www.carringtonjs.co.uk)

### **5.18 The local authority local offer**

#### **The school's link to the Bucks Local Offer**

Local Authorities and schools are required by legislation to publish and review information about services they have available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'. The Local Offer improves choice and transparency for families of children with SEND. It is an important resource for parents in understanding the range of services and provision in the local area and is an active signposting tool. Information for the Local Offer for Buckinghamshire is available at:

[www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)

If you wish to contact Buckinghamshire Council about the Local Offer please call 0845 688 4944 or email [familyinfo@buckinghamshire.gov.uk](mailto:familyinfo@buckinghamshire.gov.uk)

### **6. Monitoring arrangements**

This information report will be reviewed by Narges Gonzalez, Inclusion Manager **every year**. It will also be updated if any changes to the information are made during the year.

The SEND governor will monitor the implementation of SEND (as set out in this report) together with its outcomes and impact during the year and report to the Board (normally termly) on her findings.

This information, alongside data and reports to governors from the headteacher and Inclusion Manager will ensure the Governing Board is well informed so it can support and challenge the school regarding SEND annually at the Autumn term Education committee meeting.

An updated report will be proposed by the headteacher and Inclusion manager annually at the Autumn term Education committee meeting and following discussion with governors and agreed report will placed on the website to meet statutory requirements.

### **7. Links with other policies and documents**

This information report links to our policies on:

- SEND
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions