



Special Educational Needs and Disabilities Information Report

Adoption by Governing Body

..... (Signature of Chair of Governors)

.....September 2019..... (Date)

To Be RevisedSeptember 2020.....(Date)

Squirrels Heath Junior School

Special Educational Needs and Disabilities Information Report

Under the Children and Families Bill 2014, schools are required to publish, and keep under review, information about services that they offer for children and young people with disabilities and Special Educational Needs aged 0-25. This is the School Information Report or 'School Offer'. The local authority publishes its Local Offer. The intention of this is to improve choice and transparency for families and can be found on the London Borough of Havering website:

(<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>)

The kinds of SEN that are provided for

Squirrels Heath Junior School is an inclusive school which currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

How we identify pupils with SEN and assess 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 identify those 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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 adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations 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 understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO 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 behaviour
- Other teachers' assessments, where relevant
- 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

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

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

If the school or parents think it is necessary a Person Centred Review (PCR) meeting will be held before a child transitions to their Secondary School or a new year group. These meetings will involve the new school, the SENCO, outside agencies (if needed), the child's current teacher and/or teaching assistant, the child and their parent.

Our approach to teaching pupils with SEN

Teachers are 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 SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Speech and Language group
- Fine motor skills group
- Social groups
- Booster groups
- Precision teaching
- Blanks questioning
- Phonics groups
- Learning Village

Adaptations to the curriculum and learning environment

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.

Additional support for learning

We have twelve teaching assistants who are trained to deliver interventions such as RWI, Precision Teaching, Five-minute numeracy and literacy boxes, Speech and Language and Blanks.

Teaching assistants will support pupils on either a 1:1 basis or in small groups depending on the needs of the child.

We work with the following agencies to provide support for pupils with SEN:

Child and Adolescent Mental Health Services (CAHMS)

Children and Adults with Disabilities (CAD)

Speech and Language Therapists (S & L)

Expertise and training of staff

Our SENCO has two years of experience in this role and has worked as a teacher for fifteen years

They are allocated two days a week to manage SEN provision.

We have a team of twelve teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Blanks training, Read, Write Inc (RWI), Behaviour Training, Precision Teaching training.

We use specialist staff for Speech and Language interventions.

Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions every half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Cuffley Camp.

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 SEN or disability.

The school's accessibility plan can be found on our website <http://www.shj.havering.sch.uk/>

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are also encouraged to be part of our lunchtime Social club to promote teamwork/building friendships etc.
- We have a Learning Mentor who is available each day to support children
- We have a worry box which the children can use to disclose any problem, which is checked daily by the Learning Mentor and acted upon.

We have a zero tolerance approach to bullying.

Working with other agencies

We enlist the support of various agencies including the Speech & Language Therapy Service, Educational Psychologists, Occupational Therapy, Physiotherapy, and Health Service. We also have a Star Worker allocated to the school who attends Parent's Evenings and information relating to different services in the borough relating to SEMH issues.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

The local authority local offer

Our local authority's local offer is published here:

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>