



## Special Educational Needs and Disabilities Information Report October 2019

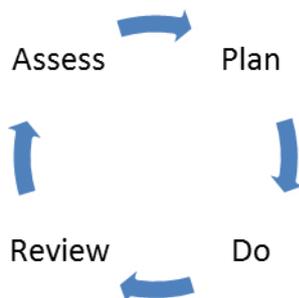
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SEN Governor:	Shanie Brown
Contact:	01472 501777
Local Offer Contribution:	Refer to William Barcroft Junior School and North East Lincolnshire websites.

### **Whole School Approach:**

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Every teacher is a teacher of every child including those with SEND. The aim of the Special Educational Needs and Disabilities (SEND) policy relates to every child in school. The primary aim is to ensure that each pupil makes good progress and is provided with equal access to the curriculum in order to work towards age related expectations.

Underpinning all our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs and disabilities.

**Assess:** In identifying a child as needing SEND support, the teacher works with the SENCO and the child's parents, carries out an analysis of the child's progress and needs. This initial assessment is reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment is called for from specialist teachers or from health, social services or other agencies beyond the school. Where professionals are not already working with the School, the SENCo contacts them, with parents' agreement.

**Plan:** Where it is decided to provide SEND support, and having formally notified the parents, the teacher and SENCo agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the

expected impact on progress, development or behaviour, and a clear date for review. Plans take into account the views of the child. The support and intervention provided is selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed.

**Do:** The class teacher remains responsible for working with the child on a daily basis and if additional support is needed a Teaching Assistant will be deployed. With support from the SENCO, they oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENCO supports the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

**Review:** The effectiveness of the support and its impact on the child's progress is reviewed in line with the agreed date. The class teacher and SENCO work in collaboration with the child and their parents. They agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents have clear information about the impact of the support provided and are involved in agreeing next steps.

The graduated approach is led and co-ordinated by the SENCO working with and supporting individual practitioners in the School. Having consulted with children and their parents, all of our additional provision (internal or external) is based on an agreed outcomes approach.

Where a child has an Education Health and Care plan, the local authority review that plan at least annually.

## **SEND Needs:**

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Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Please refer to William Barcroft Special Educational Needs and Disabilities Policy for further information.

Where SEND support is necessary, suitable strategies are implemented specifically relevant to the child's needs. Specialist support and advice is sought by the school from such organisations as:

- Barnardos (Autistic Outreach Service and Physical Disabilities Team)
- Occupational Therapy
- Physiotherapy
- Specialist Advice and Support Team – Janice Hodgkinson
- Lyn Arnold (Specialist Teacher)
- Speech and Language (SpeechLinc – Michelle Baynham)
- Local Authority Educational Psychology Team – Adrian Minks.
- Education Team for Hearing and Vision

These recommendations are implemented and monitored for effectiveness using the Assess – Plan – Do – Review model.

As of September 2019, William Barcroft Junior School has 45 pupils receiving some form of identified SEND Support.

The School has internal processes for monitoring quality of provision and assessment of need. These include age related expectation materials, O Track,

teacher assessment, diagnostic assessments, formal assessment, observations, monitoring of interventions and adult feedback, medical reports and information provided by pupils, parents and carers, Pupil Passport target setting and review carried out in conjunction with teachers, Teaching Assistants, parents and pupils.

## **Consulting with children and their parents**

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Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Pupil Passport target setting	Teachers, support staff, parents and pupils.	3 times per year
Pupil Passport reviews	Teachers, support staff, parents and pupils.	3 times per year
Annual Review (for pupils with EHCP)	Parents, pupils, teachers, support staff, outside agencies, SENCO and the Local Authority.	Annually
Parents/Progress Meetings	Parents, teachers, support staff and pupils	Three times yearly.
Drop in sessions	SENCo, outside agencies (Educational Psychology, Young Minds Matter) Pastoral Team.	At least two per term.

## **Staff development**

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An audit of staff knowledge and skills is carried out yearly to gauge staff confidence in supporting pupils with SEND. Over the last 3 years CPD has been delivered in :

- Hearing Impaired advice,
- Dyspraxia awareness,
- Dyslexia Awareness,
- ASD awareness,
- Attachment issues,
- Motor Skill strategies,

- Multisensory Teaching,
- Paired Reading.
- Identifying SEND difficulties
- Sharing good SEND practice.
- Pupil Provision Target Setting

## **Staff deployment**

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best possible outcomes, gain independence and are prepared for adulthood from the earliest possible age. Initially all SEND pupils receive Quality First Teaching in the classroom.

William Barcroft Junior School also supports the pupils' needs with a team of:

- 15 Teaching Assistants
- 5 full-time Pastoral staff members, one for each year group and one manager.

The school's intervention team support the pupils within the classroom during all core subjects every morning and in addition work with individual children and/or small groups during afternoon sessions on intervention programmes.

Pupils who require support outside of the classroom, such as at breaks or lunch are supported by either the teachers, teaching assistants, pastoral staff or senior leadership team depending upon their needs.

The intervention team is headed by the SENCo and involves teachers, teaching assistants, pastoral staff and a wide community of outside agencies where appropriate to needs.

## **School Partnerships and Transitions**

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This academic year, we worked with our feeder partners to welcome 12 children with special educational needs or disabilities into our junior school setting and we supported 3 SEND pupils who transitioned to the next phase of their education into local secondary schools.

For SEND pupils entering in Year 3 our annual approach involves;

- Arranging additional transition sessions and taster days for Year 2 SEND pupils (5-6 visits in total).

- Summer term meetings with the SENCo of our main feeder school Queen Mary Infants.
- Summer term Year 2 to year 3 teacher meeting to pass on important information about pupils, their needs, preferred learning styles etc,
- Summer term Year 2 parent engagement meetings involving a tour of the school and meeting the Year 3 class teacher, senior leadership team, pastoral staff and SENCo.
- July handover of Year 2 pupil attainment data and documentation regarding SEND history.

For SEND pupils leaving in Year 6 our annual approach involves;

- Arranging additional transition and taster days for Year 6 SEND pupils (5-6 visits in total).
- Summer term meetings with the SENCos of our main secondary schools.
- July handover of Year 6 pupil attainment data and documentation regarding SEND history.

For pupils, including SEND pupils who transition in year or between years to or from other schools William Barcroft aim to send and gather information as quickly as possible. The success of this depends upon the notice we receive of the transfer and the co-operation of other school settings. We have a dedicated member of the pastoral team who gathers outgoing pupil records to be delivered or posted to new schools and who also checks records coming into school for any SEND information. Once confirmation of SEND status has been confirmed by incoming files or through SIMs transfer the SENCo or Pastoral manager makes contacts with parents to arrange a meeting (if this has not already been done when the parent or pupil first looks around). If more information is needed the SENCo or Pastoral manager will contact the previous school.

### **Challenges this year which we are monitoring.**

Challenges for our school regarding the best practice for supporting SEND pupils largely revolve around the number of pupils on the SEND register and their specific needs.

- Additional Support Staff - We currently have a large staff of 15 Teaching Assistants who are all deployed full time in supporting SEND pupils, their timetables are full to capacity supporting both in the classroom and with SEND interventions during afternoon sessions. We also use many of these staff to support at break times and work on the First Aid rota.

- Open plan classrooms – our building was designed to be open plan, unfortunately this does not always accommodate the needs of all pupils, particularly those with SEND difficulties. At times pupils can find it difficult to work in an environment where there are so many pupils and no classroom door.
- Quiet work rooms – due to the nature of our open plan setting we have a very limited number of small work rooms with doors. The 2 small work rooms we have built are fully timetabled for use by SEND pupils who require one to one support, SEND group work, outside agency consultations, pastoral work, parental meetings and weekly specialist teaching.

### **Further development**

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Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Continuing with the SEND review team who meet termly to discuss SEND pupil provision, improving SEND interventions and monitoring of SEND pupil progress.

### **Complaints**

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Our complaints procedure policy can be found on the School website.

In preparing this report we have included the views of staff, parents and children through consultation.

Relevant policies underpinning this SEND Information Report include:

William Barcroft SEND Policy

William Barcroft School Offer

NE Lincs Local Offer

SEND Code of Practice

William Barcroft Accessibility Policy

Complaints Procedure Policy

Date approved by Governing Body: