



Northfield Junior School

Special Educational Needs and Disabilities (SEND) Information Report

Introduction

All Dronfield maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need(s) and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

Under the new “Children and Families Act 2014” The Local Authority is required by law to publish its “Local Offer”. This simply aims to pull information about available services into one place to make it clear and accessible to all children and their families. This “Offer” is available on the Derbyshire County Council website at [Derbyshire Local Offer \(opens in a new window\)](#).

Schools are also required to publish information about the “School Offer” which should set out information about who to contact in school if you have concerns or queries about SEND along with the schools own Special Educational Needs and Disabilities policies, practices and procedures

Northfield Junior School SEND Policy can be viewed on this website in the “Key Information - Policies” section.

CONTENTS

1	Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND) and what are their responsibilities?	3
2	How could my child get help in school?	5
3	How will we support your child with identified special needs when starting school?	8
4	How can I let the school know I am concerned about my child's progress in school?	8
5	How will the school let me know if they have any concerns about my child's learning in school?	9
6	How is extra support allocated to children and how do they move between the different levels?	9
7	What sort of support may be available to help my child?	10
8	How are the adults in school helped to work with children with a SEND and what training do they have?	11
9	How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)?	11
10	How will we measure the progress of your child in school? And how will I know about this?	11
11	What support do we have for you as a parent of child with an SEN/and or disabilities?	12
12	How have we made this school physically accessible to children with SEND?	13
13	How will we support your child when they are leaving this school? OR moving on to another class?	13
14	Glossary	14

1. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND) and what are their responsibilities?

People	Summary of responsibilities
Class Teachers Miss Jones, Miss Burton, Mrs Johnson, Miss Hames, Mr Mears, Mrs Mallaband, Miss Holmes, Mrs Bristow Special Educational Needs and Disabilities Coordinator SENDCO – Miss Jones	Are responsible for: • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENDCO as necessary. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. Is responsible for: • Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: • involved in supporting your child's learning • kept informed about the support your child is getting

Teaching Assistants (TAs) (Miss Jackson, Mrs Elkington, Mrs Rowen, Mrs Tongue, Mrs Atkinson) Headteacher (Mr Walmsley) SEND Governors (Michelle Reynolds)	• involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, The Educational Psychologist. • Making sure that there are accurate records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Supporting your child's class teacher to write Support Plans and Provision Maps • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and their duties may include: • Supporting the child in class (sometimes on their own and sometimes in a group) • Delivering specific intervention work as specified on an IEP • Liaising with external agencies • Pastoral and personal care support • Recording and reporting on the child's progress in lessons to the teacher and SENDCO • Attending Annual Reviews Is responsible for: • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. • Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND. Is responsible for: • Making sure that the school has an up to date SEND Policy.
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	• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
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2. How could my child get help in school?		
Types of support provided.	What would this mean for your child?	Who can get this kind of support?
Class teacher input via good/outstanding classroom teaching. (Quality First Teaching)	• The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task.	All children in school receive this.
Specific small group work. This group may be • Run in the classroom or outside.	• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.	Any child who has specific gaps in their understanding of a subject/area of learning.

• Run by a teacher or a Teaching Assistant who has had training to run these groups. These are often called Intervention groups by schools	• He/ She will plan group sessions for your child with targets to help your child to make more progress. • A Teaching Assistant/teacher or outside agency will run these small group sessions using the teacher's plans, or a recommended programme. • Groups may address learning and support with reading, writing or maths and also may support behavioural issues e.g. Nurture, Social Group, Buddy system, Positive play, ELSA	Some of the children accessing intervention groups may be identified as School Concern, previously called School Action, which means they have been identified by the class teacher as needing significant extra support in school.
Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational Therapy groups and/or Individual support from professionals outside of school such as • Local Authority central services such as the ISAS team • Outside agencies such as the Speech and Language Therapy (SALT) Service.	• If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better • Support to set targets which will include their specific professional expertise	Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups are identified as School Support, previously called School Action Plus, which means they have been identified by the class teacher/SENDCO as needing some extra specialist support in school from a professional outside the school.

	• Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit • A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. • An application for GRIP funding to support the child in specific areas. This is reviewed every year.	
Specified Individual support <i>This is usually provided via an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school.	• The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Derbyshire County Council website www.derbyshire.gov.uk.e • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support and may suggest applying for GRIP funding. • After the reports have all completed, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write: an EHC Plan. If this is not the case, they will ask the school to continue with the support, and set up a meeting in school to ensure a plan is in	Children whose learning needs are Severe, complex and lifelong Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from: • Local Authority central services such as the ISAS team • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS

	place to ensure your child makes as much progress as possible. A GRIP funding application may be suggested. • The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.	
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3. How will we support your child with identified special needs when starting school?

- We will first invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a Team Around the Child (TAC) or Family (TAF) meeting may be held to discuss your child's needs; share strategies used, and ensure provision is put in place before your child starts.
- We may suggest adaptations to the settling in period to help your child to settle more easily
- Visits to your child's previous setting may be made to facilitate a successful transition
- Additional transition visits will be arranged where appropriate on a needs basis

4. How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not satisfied that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO or Headteacher.
- If you are still having concerns you can speak to the school SEN Governor. Please contact via the School Office.

5. How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCO.
- Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you.
- If your child is still not making expected progress the school will discuss with you:
 - any concerns you may have
 - any further interventions or referrals to outside professionals to support your child's learning
 - how school and home can work together, to support your child

6. How is extra support allocated to children and how do they move between the different levels?

The school budget, received from Derbyshire LA, includes money for supporting children with SEN.

- The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Headteacher and the SENDCO discuss all the information they have about SEN in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.They then decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

7. What sort of support may be available to help my child?

- Counselling/ ELSA/ Positive Play/ Nurture
- ISAS Teacher
- Family Support Worker
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Moving and Handling Advice
- School Nurse
- Children and Adolescents Mental Health Team (CAMHS)
- Compass (Mental Health Charity)
- Hearing Impairment Service
- Physical Impairment Service
- Visual Impairment Service

8. How are the adults in school helped to work with children with a SEND and what training do they have?

- The SENDCO's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach Service or SSSEN and medical /health training to support staff in implementing care plans.

9. How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

10. How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level or similar is given in Reading, Writing and Maths as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.

If your child is in Year 3 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. We will use Formative Footprints Assessments.

- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school book
 - Letters/certificates sent home
 - Additional meetings as required
 - Reports
 - Support Plan Reviews and meetings

11. What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

12. How have we made this school physically accessible to children with SEND?

- The school is accessible to children with physical disability via external ramps.
- An Accessibility Plan is in place in order to improve access to the school.
- We ensure that equipment used is accessible to all children regardless of their needs.

13. How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the new school's SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them if suitable.
- In Year 6
 - The SENDCO will discuss the specific needs of your child with the SENCO of their secondary school as appropriate.
 - Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' or similar which includes information about themselves for their new school.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

14. GLOSSARY OF TERMS

PLP	Personal Learning Plan
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder