



SEND INFORMATION REPORT

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Mr James Smith Headteacher

Jsmith@thamesviewjunior.com

Mrs Sandy Sanghera Deputy Headteacher

Ssanghera@thamesviewjunior.com

Mr James Hall SENDCo

SENDCo@thamesviewjunior.com

Tel: 020 45119240



SEN Information Report

At Thames View Junior School, we share a commitment towards the provision of inclusive education as articulated in the SEN and Disability Act 2001, the Pupils and Families Act 2014 and the SEN Code of Practice 2014.

We ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and/or disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

This SEN report should be considered along with the following policies, which will provide further information and which can be viewed on the school website:

- *Inclusion Policy*
- *Mid-Phase Admissions Policy*
- *Anti-Bullying Policy*
- *Looked After Pupils Policy*
- *Behaviour and Engagement Policy*
- *Public Sector Equality Policy*
- *Complaints Policy*
- *Educational Visits Policy*
- *The Accessibility plan*
- *The Health and Safety Policy*

Reference should also be made to the Authority's 'Local Offer' which can be viewed at www.lbbd.gov.uk under the section 'Local Offer'. (<https://www.lbbd.gov.uk/about-our-local-offer>)



Summary of SEN Provision			
	Universal	Targeted	Specialist
	<i>All Pupils</i>	<i>Pupils with Additional Needs</i>	<i>Pupils with Complex or Significant Needs</i>
<p>Communication and Interaction Needs:</p> <ul style="list-style-type: none"> • Speech, Language and Communication Needs (SLCN) • Autistic Spectrum Disorder (ASD) 	<ul style="list-style-type: none"> • <i>Individual targets.</i> • <i>Structured class routines.</i> • <i>Differentiated curriculum access.</i> • <i>Differentiated outcomes.</i> • <i>Reading Programme.</i> • <i>Assessment for Learning.</i> • <i>Talk Partner</i> • <i>Strategies for:</i> • <i>IT support.</i> • <i>Visual support.</i> • <i>Phonics programme.</i> 	<p>As 'Universal' and:</p> <ul style="list-style-type: none"> • <i>Appropriate assessments.</i> • <i>Intervention groups.</i> • <i>Access to additional learning aids/equipment.</i> • <i>Increased visual aids.</i> • <i>Increased adult support.</i> • <i>Pupil Passports (Individual Education Plans)</i> • <i>Individual Timetables.</i> • <i>Access to SENDCo support.</i> • <i>Access to additional parent support</i> 	<p>As 'Universal' and 'Targeted' and:</p> <ul style="list-style-type: none"> • <i>Input from the SENDCo.</i> • <i>Input from the School Speech and Language Specialist.</i> • <i>Additional Adult support.</i> • <i>Flexible teaching/learning arrangements.</i> • <i>Work station.</i> • <i>Assessment from Specialist Agencies.</i> • <i>Input from Specialist Agencies.</i> • <i>Tailored Support Programme.</i> • <i>Home/School communication booklet.</i> • <i>Possible referral for EHC.</i> • <i>Referral for CAF.</i> • <i>Access to appropriate holiday activities.</i>
<p>Cognition and Learning Needs:</p> <ul style="list-style-type: none"> • Specific Learning Difficulties (SPLD) • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning 	<ul style="list-style-type: none"> • <i>Individual targets.</i> • <i>Structured class routines.</i> • <i>Differentiated curriculum access.</i> • <i>Differentiated outcomes.</i> • <i>Reading Programme.</i> • <i>Assessment for Learning.</i> • <i>Talk Partner Strategies.</i> • <i>IT support.</i> 	<p>As 'Universal' and:</p> <ul style="list-style-type: none"> • <i>Appropriate assessments.</i> • <i>Intervention groups.</i> • <i>Access to additional learning aids/equipment.</i> • <i>Increased visual aids.</i> • <i>Increased adult support.</i> • <i>Pupil Passports (Individual Education Plans)</i> 	<p>As 'Universal' and 'Targeted' and:</p> <ul style="list-style-type: none"> • <i>Input from the SENDCo.</i> • <i>Referral to CAMHs.</i> • <i>Additional Adult support.</i> • <i>Visual Timetables.</i> • <i>Flexible teaching/learning arrangements.</i> • <i>Work station.</i> • <i>Assessment from Specialist Agencies.</i> • <i>Input from Specialist Agencies.</i>



<p>Difficulty (PMLD)</p>	<ul style="list-style-type: none"> • <i>Visual support</i> 	<ul style="list-style-type: none"> • <i>Individual Timetables.</i> • <i>Access to SENDCo support.</i> • <i>Access to additional parent support.</i> • <i>Access to Lexia.</i> 	<ul style="list-style-type: none"> • <i>Tailored Support Programme.</i> • <i>Tracking using pivots</i> • <i>Home/School Communication booklet.</i> • <i>Possible referral for EHC.</i> • <i>Referral for CAF.</i> • <i>Access to appropriate holiday activities.</i>
<p>Social, Emotional and Mental Health Needs (SEMH):</p> <ul style="list-style-type: none"> • Depression • Attention Deficit Hyperactivity Disorder (ADHD) • Eating Disorders • Anxiety Disorders • Mental Health Issues • Social Disorders 	<ul style="list-style-type: none"> • <i>Individual targets.</i> • <i>Structured class routines.</i> • <i>Differentiated curriculum access.</i> • <i>Differentiated outcomes.</i> • <i>Whole School Behaviour Policy.</i> • <i>Celebration Assemblies.</i> • <i>Visual support.</i> • <i>Star of the Week.</i> • <i>School Ambassadors.</i> • <i>Worry boxes.</i> • <i>Peer Mentors.</i> 	<p>As '<i>Universal</i>' <u>and</u>:</p> <ul style="list-style-type: none"> • <i>Appropriate assessments.</i> • <i>Social Skills Group.</i> • <i>Behaviour Report.</i> • <i>Referral to CAMHs.</i> • <i>Increased adult support.</i> • <i>Alternative lunch.</i> • <i>Risk assessment.</i> • <i>Access to SENDCo.</i> • <i>Meet and Greet.</i> • <i>Structured transitions.</i> • <i>Structured lunch groups.</i> • <i>Access to additional parent support.</i> • <i>Pupil Passports.</i> 	<p>As '<i>Universal</i>' and '<i>Targeted</i>' <u>and</u>:</p> <ul style="list-style-type: none"> • <i>Flexible teaching/learning arrangements.</i> • <i>Assessment from Specialist Agencies.</i> • <i>Input from Specialist Agencies.</i> • <i>Tailored Support Programme.</i> • <i>Behaviour for Learning Support Plan.</i> • <i>Pastoral Support Plan.</i> • <i>Referral for alternative provision.</i> • <i>Referral for a specialist school.</i> • <i>Home/School communication booklet.</i> • <i>Possible referral for EHC.</i> • <i>Referral for CAF.</i> • <i>Referral to a parenting programme.</i> • <i>Access to appropriate holiday activities.</i>
<p>Sensory and/or Physical Needs:</p> <ul style="list-style-type: none"> • Visual Impairment (VI) • Hearing Impairment (HI) 	<ul style="list-style-type: none"> • <i>Access arrangements.</i> • <i>Disabled toilet</i> 	<p>As '<i>Universal</i>' <u>and</u>:</p> <ul style="list-style-type: none"> • <i>Care Plans.</i> • <i>Risk Assessments.</i> • <i>Other reasonable adjustments.</i> • <i>Access to SENDCo Pupil Passports.</i> 	<p>As '<i>Universal</i>' and '<i>Targeted</i>' <u>and</u>:</p> <ul style="list-style-type: none"> • <i>Administration of injections/medications.</i> • <i>Alternative feeding methods.</i>



<ul style="list-style-type: none"> • Multi-Sensory Impairment (MSI) • Physical Disability (PD) 		<ul style="list-style-type: none"> • <i>Access to School Nurse/Health Visitor.</i> 	<ul style="list-style-type: none"> • <i>Care of e.g. Stoma bags.</i> • <i>Specialist equipment.</i> • <i>Home/School communication booklet.</i> • <i>Individual transport arrangements if necessary.</i> • <i>Access to appropriate holiday activities.</i> • <i>Possible referral for EHC.</i> • <i>Referral for CAF.</i>
<p>What types of SEN do we provide for?</p>	<p>Thames View Junior School is 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.</p>		
<p>Who are the best people to talk to in this school about pupils with SEND?</p> <ul style="list-style-type: none"> • Class Teacher: 	<p>They are responsible for:</p> <p>Quality First Teaching:</p> <ul style="list-style-type: none"> • Ensuring that all pupils have access to good/outstanding teaching and that the curriculum is adapted to meet pupil's individual needs. • Checking on the progress of pupils, identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) • Ensuring that all members of staff working with pupils in school are aware of your pupils' 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 pupils in school are supported in delivering the planned work/programme for each child, so they can achieve the best possible progress. This may 		



<ul style="list-style-type: none">• The SENDCo:	<p>involve the use of Additional Adults, outside specialist help and specially planned work and resources.</p> <ul style="list-style-type: none">• Ensuring that the school's SEND Policy is followed in classrooms for all pupils with any SEND. <p>SENDCo is responsible for:</p> <ul style="list-style-type: none">• Coordinating all the support for pupils with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school. Ensuring that parents are:<ul style="list-style-type: none">- Involved in supporting pupils' learning.- Kept informed about the support their child is getting.- Involved in reviewing how their child is doing.- Part of planning ahead.- Liaising with all the other people who may be coming into school to help support their child's learning.• Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of pupil's progress and needs.• To provide specialist support for teachers and support staff (Additional Adults/Cover Supervisors) in the school so they can help pupils (with SEN and/or disabilities) to achieve their potential.• Supporting class teachers to write Pupil Passports (Individual Education Plans)• Organising training for staff so they are aware and confident about how to meet the needs of pupils within our school.
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<ul style="list-style-type: none"> • Additional Adults (LSA's): • Head of School: • SEND Governor 	<p>An Additional Adult (LSA) may be allocated to a pupil with special educational needs and/or disabilities and whilst they take a very valuable role in pupils' education we would prefer that questions regarding pupils learning and progress are directed in the first instance to Class Teachers or the SENDCo.</p> <p>Of course, as a school we welcome daily dialogue between parents and LSA's on how a child's day has been and we do actively encourage this continued feedback.</p> <p>They are responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school; this includes the support for pupils with SEN and/or disabilities. They will give responsibility to the SENDCo and class teachers, but are still responsible for ensuring that all pupils' needs are met. • They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>They are responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all pupils in the school. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. <p>Making visits to understand and monitor the support given to pupils with SEND in the school and being part of the process to ensure each child achieves their potential in school.</p>
<p>How do we identify and assess pupils with SEND?</p>	<p>All staff are trained in the identification of pupils with barriers to learning, the identification of child protection concerns and the assessment of levels of English for</p>



	<p>pupils with an additional language. All staff can refer to the SENDCo at any time. However, in addition, all pupils are discussed at half-termly Inclusion meetings. Teachers raise their concerns and the SENDCo suggests strategies that the teacher can implement, these are noted/monitored by the SENDCo. After a half-termly monitoring process and if concerns continue identified pupils are provided with a school intervention. If teachers have a continued concern, the SENDCo will make a referral for support to an appropriate external agency. Staff will implement these recommendations/advice in the pupil's learning program. For those pupils who have a significant difficulty in an area, additional support and a comprehensive individual timetable will be organized which is closely monitored by the SENDCo. In addition to this, weekly Inclusion meetings are held, where completed Referrals and individual cases are presented and discussed with all professionals. Appropriate support and provision is then implemented and impact is reviewed.</p>
<p>What is our approach to teaching pupils with SEND?</p>	<p>Class Teachers plan lessons according to the specific needs of all groups of pupils in their class and will ensure that learning is adjusted in order to enable your child to access their learning as independently as possible.</p> <ul style="list-style-type: none"> • Trained support staff can implement the teacher's 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.
<p>How do we adapt the curriculum and learning environment for pupils with SEN?</p>	<ul style="list-style-type: none"> • Small group support from an Additional Adult or specialists. • Support in the classroom from an Additional Adult to facilitate access. • Planning is differentiated to ensure curriculum access at a suitable level. • Use of specialised equipment. • Use of personalised equipment.



	<ul style="list-style-type: none"> • 'Work stations' and visual timetables to personalise provision. • 'Prompt' and 'Reminder' cards for organisational purposes. • Pre-teaching of strategies and vocabulary. • Access to an iPad. • Disabled toilet access. • The National Curriculum is followed and modified to meet the needs of the child when necessary. • Classroom and table-top displays to help support and promote pupils' independence. • Adults working with a child with SEND, communicate regularly to the class teacher to ensure a consistent approach to teaching and learning.
<p>How is extra support allocated to pupils and how do they move between the different levels?</p>	<p>The school budget includes money for supporting pupils with SEN.</p> <ul style="list-style-type: none"> • The Head of School decides on the budget for Special Educational Needs in consultation with the school governors on the basis of the needs of the pupils currently in the school. • The Head of School and the SENDCo discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> - The pupils getting extra support already. - The pupils needing extra support. - The pupils who have been identified as not making as much progress as would be expected. <p>They then decide what resources/training and support is needed.</p> <ul style="list-style-type: none"> • All resources/training and support are reviewed regularly and changes made as needed.
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Thames View Junior School promotes a very accessible view to parents. Parents are very much welcomed into school and encouraged to be involved in their child's school life. In addition to this the School organise regular events for families to attend throughout the academic year. Parent's evenings each term enable parents to discuss progress and develop their knowledge of their</p>



	<p>child's learning/progress. Termly SEND meetings are implemented for Pupils identified with SEND; this is an opportunity to share information and work collaboratively to improve an individual's progress. Pupils with significant needs receive a Home School Communication book which informs parents of their progress on a daily basis; parents have the opportunity to respond to this. Person Centred Reviews are conducted annually for these pupils where the pupil, parents and all professionals are able to contribute to developing an individualised program. Parents are invited to review and update Care Plans for pupils with physical difficulties or medical needs.</p>
<p>How do we access and review pupils' progress towards their outcomes?</p>	<p>Class teachers track pupil progress and the data is analysed by the Senior Leaders. Pupils are tracked using formal tests, teacher assessments and records of provision mapping. This data is maintained and monitored on the school computer system, 'Pupil Asset'. There are half-termly Pupil Progress Meetings where senior staff meet teachers to discuss the progress of all pupils in formal tests/teacher assessments/causing concern. This ensures that the identification of pupils who are working below or above National expectations or those that would benefit from specialised interventions can be appropriately provided for. The progress of pupils with SEND is further tracked; each of these pupils are placed on a provision map. Through scrutinising these we are able to measure and ensure the effectiveness of tailored interventions. Pupils that are working below the Early Years Curriculum are assessed using the Developmental Curriculum. Pupils who are at an early stage of English are targeted, supported and monitored according to a programme of basic language skills.</p>
<p>How do we support pupils moving to our school and between different phases in education?</p>	<p>If a child has been identified with special needs and is allocated a place in our Year 3 we will:</p> <ul style="list-style-type: none"> • Invite the family and child to visit the school to have a look around and speak to staff. • Suggest adaptations to the settling to help a pupil to settle more easily. • Provide a transition booklet to support the child's knowledge of the school. <p>Mid – term admissions begin with close liaison between both schools and an exchange of information with</p>



	<p>documentation. Thames View Junior School will discuss with the previous school a plan for the transfer. An initial visit for the pupil and their family will take place. This will include a tour of the school and introduction to key staff. A transition programme will be set up and implemented to ensure a positive start for the pupil. A gradual transfer may be agreed and implemented if the school deems it necessary.</p> <p>At Thames View Junior School we have a number of in school transition programs, these include:</p> <ul style="list-style-type: none"> • Targeted transition groups. • Identified handover consultations between professionals and teachers, new and old teachers and Additional Adults involved with specific pupils. • Observations of targeted, vulnerable pupils in their current environment by new class teachers. <ul style="list-style-type: none"> • An 'All about me profile' produced by all pupils and teachers. • A Display of pupil's previous work in their new classroom. • Vulnerable pupils have the opportunity to meet their new teacher on several occasions. <p>Pupils are prepared for each new stage of their learning through carefully managed transition programmes. In preparation for secondary transfer all pupils visit their new school at least once. The School will liaise and exchange information with the secondary school and prepare a transition program that is appropriate for the pupil's specific needs. This may result in weekly visits to the pupil's new school.</p>
<p>How do we support pupils with SEND improve their emotional and social development?</p>	<p>The emotional and social development of all our pupils is very important to us.</p> <ul style="list-style-type: none"> • We have a robust Child Protection Policy in place and we follow National guidelines. • The Head of School, Senior Management and all staff continually monitor the emotional and social development of all our pupils. • We provide 'Socially Speaking' and 'Friends' groups for pupils who need support. • We utilise 'Worry Boxes' in key areas where pupils can register any anxieties that they have.



<p>How are the teachers in school helped to work with pupils with a SEND and what training do they have?</p>	<ul style="list-style-type: none"> • In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs and Disabilities Coordinator. Mr J. Hall is a qualified teacher working at our school and has statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment. • The SENDCo, EMA Coordinator and Designated Teacher for LAC will regularly attend local network meetings. • The SENDCo provides assistance to class teachers in supporting pupils with SEND. • The SENDCo runs a weekly surgery teachers can attend if they have pressing planning needs. • All our teachers hold Qualified Teacher Status. • The School provides training and support to enable all staff to improve the teaching and learning of pupils, including those with SEND. • Individual teachers and support staff attend training courses run by the SENDCo and outside agencies that are relevant to the needs of specific pupils in their class. • The School works in collaboration with Inclusion advisors in developing the SEND knowledge of all staff.
<p>What expertise and training does the school have to support pupils with SEND?</p>	<p>The Schools Inclusion Team is well qualified and appropriately trained. We have a range of specialists within the school or BDSIP. These include:</p> <ul style="list-style-type: none"> • Behaviour Support Specialists. • Specialist Speech and Language support staff. • A Qualified Dyslexia Assessor. • Accredited SENDCo.
<p>How is school's physical environment accessible to Pupils and Young People with SEND?</p>	<ul style="list-style-type: none"> • There is disabled and wheelchair access. • There is a disabled toilet. • We ensure, wherever possible, that equipment used is accessible to all pupils regardless of their needs. • Educational Psychologists and specific subject advisors are available to help plan for Individuals' needs. • There is an Accessibility plan. • Any specific physical requirements will be assessed individually and equipment will be provided to meet



	<p>those needs with the help of the Local Education Authority SEND services.</p> <ul style="list-style-type: none"> • Before and after school provision is accessible to all pupils including those with SEND. • All pupils, including pupils with SEND, can be members of the school council. • Extra- curricular activities are accessible for pupils with SEND. • School trips are accessible for pupils with SEND.
<p>How pupils and young people with SEND are enabled to engage in the activities available with pupils and young people in the school who do not have any SEND.</p>	<ul style="list-style-type: none"> • As an inclusive school we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. • Where appropriate, and legitimate, we endeavour to provide different ways for all learners to access the same learning experience. Rather than withdrawing pupils and providing an entirely different activity. We try to keep whole classes together. • Our deployment of additional staff and resources (funded from our devolved additional needs budget through the Local Offer) ensures that <u>all</u> curriculum experiences are available to <u>all</u> pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010. • All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive. • Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum. Developing Pupils’ resilience is paramount.
<p>How do we involve organisations in meeting the</p>	<p>The School has access to the following external agencies:</p>



<p>needs of pupils with SEN and supporting their families?</p>	<p>NHS: The Child Development Centre, The Developmental Advisory Clinic, Speech and Language Therapy Services, Occupational Therapy Services, Physiotherapy Services, Child and Family Consultation Service, Child and Adolescent Mental Health Services, and a School Nurse.</p> <p>There are <u>also</u> numerous charitable organisations we can refer to or involve if agreed with parents.</p> <p>From the Local Authority/BDSIP: Inclusion advisory Team, the Educational Psychology Service.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The School evaluates the effectiveness of the SEN provision through our self-evaluation document, parent and pupil voice and monitoring pupil progress.</p>
<p>How do we handle complaints from parents of pupils with SEN about provision made at the school?</p>	<p>All complaints are dealt with in accordance with our Complaints Policy which can be found on our website or available on request at the School Office.</p>
<p>What support do we have for you as a parent of a child with a SEN/and or disabilities?</p>	<p>We would like you to talk to your child’s class teacher regularly so we know how your child is doing at home and we can tell you how they are doing in school. This is to ensure that we are adopting similar strategies to support them both at home and in school and can share what is working in both settings.</p> <ul style="list-style-type: none"> • 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 and the person involved directly, or where this is not possible, shared 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. • A home/school communication book may be used to support communication with you when it has been agreed to be useful for you and your child. • If your child is undergoing statutory assessment you will also be supported by the Pupils’ Services Inclusion advisers. They will ensure that you fully understand the process.

