



SEND INFORMATION REPORT

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SEND 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 SEND 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 SEND 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 SEND 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.lbld.gov.uk under the section 'Local Offer'.
(<https://www.lbld.gov.uk/about-our-local-offer>)

Summary of SEND Provision			
	Universal <i>All Pupils</i>	Targeted <i>Pupils with Additional Needs</i>	Specialist <i>Pupils with Complex or Significant Needs</i>
Communication and Interaction Needs: - Speech, Language and Communication Needs (SLCN) - Autistic Spectrum Disorder (ASD)	- Individual targets. - Structured class routines. - Differentiated curriculum access. - Differentiated outcomes. - Reading Programme. - Assessment for Learning. - Talk Partner - Strategies for: - IT support. - Visual support. - Phonics programme.	As 'Universal' <u>and</u> : - Appropriate assessments. - Intervention groups. - Access to additional learning aids/equipment. - Increased visual aids. - Increased adult support. - Pupil Passports (Individual Education Plans) - Individual Timetables. - Access to SENDCo support. - Access to additional parent support	As 'Universal' <u>and</u> 'Targeted' <u>and</u> : - Input from the SENDCo. - Input from the School Speech and Language Specialist. - Additional Adult support. - Flexible teaching/learning arrangements. - Work station. - Assessment from Specialist Agencies. - Input from Specialist Agencies. - Tailored Support Programme. - Home/School communication booklet. - Possible referral for EHC. - Referral for SPA. - Access to appropriate holiday activities.
Cognition and Learning Needs: - Specific Learning Difficulties (SPLD) - Moderate Learning Difficulties (MLD) - Severe Learning Difficulties (SLD) - Profound and Multiple Learning Difficulty (PMLD)	- Individual targets. - Structured class routines. - Differentiated curriculum access. - Differentiated outcomes. - Reading Programme. - Assessment for Learning. - Talk Partner - Strategies. - IT support. - Visual support	As 'Universal' <u>and</u> : - Appropriate assessments. - Intervention groups. - Access to additional learning aids/equipment. - Increased visual aids. - Increased adult support. - Pupil Passports (Individual Education Plans) - Individual Timetables. - Access to SENDCo support. - Access to additional parent support. - Access to Doodle / Maths Whizz.	As 'Universal' <u>and</u> 'Targeted' <u>and</u> : - Input from the SENDCo. - Referral to CAMHs. - Additional Adult support. - Visual Timetables. - Flexible teaching/learning arrangements. - Work station. - Assessment from Specialist Agencies. - Input from Specialist Agencies. - Tailored Support Programme. - Tracking using pivots - Home/School Communication booklet. - Possible referral for EHC. - Referral for SPA. - Access to appropriate holiday activities.
Social, Emotional and Mental Health Needs (SEMH): Depression	- Individual targets. - Structured class routines.	As 'Universal' <u>and</u> : - Appropriate assessments. - Social Skills Group. - Behaviour Report.	As 'Universal' <u>and</u> 'Targeted' <u>and</u> : Flexible teaching/learning arrangements.

• Attention Deficit Hyperactivity Disorder (ADHD) • Eating Disorders • Anxiety Disorders • Mental Health Issues • Social Disorders	• Differentiated curriculum access. • Differentiated outcomes. • Whole School Behaviour Policy. • Celebration Assemblies. • Visual support. • Star of the Week. • School Ambassadors. • Worry boxes. • Peer Mentors.	• Referral to CAMHs. • Increased adult support. • Alternative lunch. • Risk assessment. • Access to SENDCo. • Meet and Greet. • Structured transitions. • Structured lunch groups. • Access to additional parent support. • Pupil Passports.	• Assessment from Specialist Agencies. • Input from Specialist Agencies. • Tailored Support Programme. • Behaviour for Learning Support Plan. • Pastoral Support Plan. • Referral for alternative provision. • Referral for a specialist school. • Home/School communication booklet. • Possible referral for EHC. • Referral for SPA. • Referral to a parenting programme. • Access to appropriate holiday activities.
Sensory and/or Physical Needs: • Visual Impairment (VI) • Hearing Impairment (HI) • Multi-Sensory Impairment (MSI) • Physical Disability (PD)	• Access arrangements. • Disabled toilet	As 'Universal' <u>and</u> : • Care Plans. • Risk Assessments. • Other reasonable adjustments. • Access to SENDCo Pupil Passports. • Access to School Nurse/Health Visitor.	As 'Universal' and 'Targeted' <u>and</u> : • Administration of injections/medications. • Alternative feeding methods. • Care of e.g. Stoma bags. • Specialist equipment. • Home/School communication booklet. • Individual transport arrangements if necessary. • Access to appropriate holiday activities. • Possible referral for EHC. • Referral for SPA.
What types of SEND do we provide for?	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 Special Educational Needs and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.		
Who are the best people to talk to in this school about pupils with SEND? • Class Teacher:	They are responsible for: Quality First Teaching: • 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		

• The SENDCo:	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 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 classrooms for all pupils with any SEND. SENDCo is responsible for: • 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: - 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 (LSAs/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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	program. For those pupils who have a significant difficulty in an area, additional support and a comprehensive individual timetable will be organised, which is closely monitored by the SENDCo. In addition to this, Inclusion meetings are held, where completed referrals and individual cases are presented and discussed with professionals. Appropriate support and provision are then implemented and impact is later reviewed.
What is our approach to teaching pupils with SEND?	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. • 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 pupils individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet children's learning needs and increase access to what is on offer.
How do we adapt the curriculum and learning environment for pupils with SEND?	• 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. • 'Work stations' and visual timetables to personalise provision. • 'Prompt' and 'Reminder' cards for organisational purposes. • Pre-teaching of strategies and vocabulary. • Access to computing facilities. • Disabled toilet access – although changing facilities are not currently available. • 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.
How is extra support allocated to pupils and how do they move between the different levels?	The school budget includes money for supporting pupils with SEND. • 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: - 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. They then decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes are made as needed.
How do we consult parents of pupils with SEND and involve them in their child's education?	Thames View Junior School promotes an 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 organises 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 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.
How do we access and review pupils' progress towards their outcomes?	Class teachers track pupil progress and the data is analysed by Senior Leaders. Pupils are tracked using formal assessments, teacher assessments and records of provision mapping. This data is maintained and monitored on a school tracking system. 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.

How do we support pupils moving to our school and between different phases in education?	If a child has been identified with special needs and is allocated a place in our Year 3 we will: • 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. Mid – term admissions begin with close liaison between both schools and an exchange of information with 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. At Thames View Junior School, we have a number of in school transition programs, these include: • 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. • An 'All about me profile' produced 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. 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.
How do we support pupils with SEND to improve their emotional and social development?	The emotional and social development of all our pupils is very important to us. • We have a robust Child Protection Policy in place and we follow National guidelines. • The Head of School, Senior Leadership and all staff continually monitor the emotional and social development of all our pupils. • We provide support at lunch times through our 'cool down' room, for groups for pupils who may need support when making friendships and feel overwhelmed on the playground. • We utilise 'Worry Boxes' in all classrooms, where pupils can register any anxieties that they have.

	We utilise the 'Zones of Regulation' and this is displayed in every classroom.
How are the teachers in school helped to work with pupils with a SEND and what training do they have?	- In accordance with Section 6 of the SEND 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 meets with the LSA Team regularly; providing assistance and guidance in supporting pupils with SEND. - The SENDCo runs a weekly SEND surgery that teachers can attend if they are looking for support with any SEND concerns. - 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.
What expertise and training does the school have to support pupils with SEND?	The Schools Inclusion Team is well qualified and appropriately trained. We have a range of specialists within the school or BDSIP. These include: - LBBB Specialists for Inclusion. - Behaviour Support Specialists. - Specialist Speech and Language support staff. - Accredited SENDCo.
How is school's physical environment accessible to Pupils and Young People with SEND?	- There is disabled and wheelchair access. - There are disabled toilets. - 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 those needs with the help of the Local Education Authority SEND services. - 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. • Most school trips are accessible for pupils with SEND.
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.	• 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.
How do we involve organisations in meeting the needs of pupils with SEN and supporting their families?	The School has access to the following external agencies: 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. There are <u>also</u> numerous charitable organisations we can refer to or involve if agreed with parents. From the Local Authority/BDSIP: Inclusion advisory Team, the Educational Psychology Service.
How do we evaluate the effectiveness of our SEND provision?	The School evaluates the effectiveness of the SEND provision through our self-evaluation document, parent and pupil voice and monitoring pupil progress.
How do we handle complaints from parents of pupils with SEND about provision made at the school?	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.

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