



Alton Park Junior
School

SEND
Information
Report

January 2023

School Ethos for SEND

Alton Park Junior School believes that every child matters - our aim is to ensure that every student is reaching their full potential with their learning and their social and emotional wellbeing, despite the individual barriers they may face. As a school, we are committed to providing an inclusive and supportive environment, where our students will thrive and achieve their own success.

Special Educational Needs and Disabilities

There are 4 broad areas of SEND:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Who should I contact about my child's Additional Needs?

The first point of contact for any concerns should be the class teacher. If concerns continue the teacher may then refer you to the SENCo.

SEND/Inclusion Team

Miss Tilley - SENCO/ Sigma Deputy Head

Mrs Smith – SEN assistant

The SEN Governor can be contacted through the School office. The SENCo is available on Parent's evenings to discuss pupil's progress.

Parents can contact or make an appointment to see the SENCo at any convenient time if they have a concern or need advice, but the initial point of contact would be the class teacher.

The SENCo attends multi-agency meetings with parents, if invited by them.

	<p>Parents of children who have an EHCP are invited to discuss their child's progress at the annual review.</p> <p>Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review.</p> <p>The school's SENCo holds transition meetings with the local authority infant school SENCo in order to provide information about SEN provision to aid transition from the Infant school to the Junior school.</p> <p style="text-align: center;">☒ <i>See Graduated Response page at end of report.</i></p>
<p>How do the schools know if my child needs extra help?</p>	<p>A pupil is identified as having special educational needs where their learning or disability calls for special education provision different to or in addition to that normally available to pupils of the same age. Indicators include;</p> <ul style="list-style-type: none"> ● Child is making little or no progress in English or Maths ● Child has persistent emotional and social difficulties ● Child has sensory or physical needs and is making little or no progress despite support and intervention ● Child is still working at EYFS/ National Curriculum levels significantly below his or her age group ● Child's behaviour substantially and regularly interferes with his or her learning and that of the class despite an individualised behaviour management programme ● Child has ongoing communication/interaction difficulties which are impeding social relationships and/or learning. ● The child may have a difficulty which needs further investigation or assessment either through the school or external bodies. <p><u>Applying for an EHCP</u></p> <p>In line with the Code of Practice 2014 section 7.2, the following people can request an EHCP:</p> <ul style="list-style-type: none"> ● Young person (over the age of 16 or an advocate on their behalf)

- The child's parent
- Or person acting on behalf of the school

Section 7.1 states that the Local Authority **must** conduct an assessment and prepare an EHC plan if:

- SEN provision cannot be provided from within the resources normally available to mainstream, Early Years providers and schools.
- This should not be the first step in the process; rather it should follow on from previous planning (One Planning).
- EHC plans must be focused on the outcomes of the child and must set out how services will work together to support their needs.
- An assessment may not always lead to an EHCP.

Further information can be found on the Local Offer website –

[What an EHCP is and who they are for | Essex Local Offer](#)

How will my child be involved?

One Plan Support

One Planning will be in place for children on the **SEN register**. Children will have a **One Plan** which is created in partnership with the student, parents and school. One Plan Meetings will be held **three times** during the year and involve discussions around; What is working well? What is not working so well? What is the provision in place to support the child? As well as reviewing and setting targets for the student.

Children on the SEN support register are made aware of the targets set and are informed about their progress on a regular basis. One Plans and One Plan Meetings are discussed with the child, where appropriate, so they are aware of targets set and any interventions involved to achieve them. Parents/guardians have the opportunity to request their child to be present at the meeting to share their views and to be involved in the process.

	<p>Pupils with an EHCP will also have One Planning in place. Annual review meetings are held for children with an EHCP to analyse previous targets and set new targets and review the provision in place. Pupils record their views about school on the pupil view section of the paperwork.</p> <p>Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.</p>
<p>What If I am not happy with school provision for my child's additional needs?</p>	<p>The procedure for complaints can be viewed on the school websites and hard copies are available on request. We encourage parents and carers to speak to us if they have concerns.</p>
<p>How can I find out about existing local services?</p>	<p>The School website will have a link to the Essex Local Offer.</p> <p>Essex Local Offer</p>
<p>How will the school support my child?</p>	<p>The delivery of the provision for children with special educational needs and disability can take place in the normal classroom setting and is the responsibility of the Class Teacher, this is referred to as High Quality Teaching. Teacher's planning includes adaptive teaching methods for children with SEN and effective deployment of LSAs/HLTAs.</p> <p>If a pupil has specific needs such as spelling, handwriting, Maths, Literacy or social skills etc. then the pupil will be placed in a small focussed group or 1:1 run by the Class Teacher or LSA. Progress is continuously monitored and reviewed at regular intervals through the term.</p> <p>Intervention groups are provided for pupils who need a particular area of the curriculum targeted and may include children on the SEN register.</p> <p>Depending on the nature of the child's difficulties, he or she may also be taken out for specialised, in-school programmes. These may include: Therapy Sessions, Precision Teaching, Lego Therapy, Social Stories, Lexia, Phonics, Toe by Toe, SMART Thinking, Barrier Games, Plus 1 and Power of 2 and Speech and Language support.</p>

Occasionally a child may visit outside therapy clinics in order to access specialised support. Permission is granted to access this.

At present children with special educational needs have the opportunity to access following external agencies: Specialist Teaching Team, Educational Psychologists, Inclusion Partners, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals who may provide general advice, specialist assessments or advice on different strategies or materials.

The SENCo makes referrals to appropriate outside agencies to aid the child's needs where appropriate and when assessment has indicated a need.

The SENCo liaises regularly with outside agencies where appropriate where an assessment has indicated a need e.g. Paediatricians, G.Ps, Specialist Teachers, Inclusion Partners, Educational Psychologists, Occupational Therapists, Physiotherapists, Speech Therapists, Counsellors, School nurses, Home/School liaison, Health visitors.

Specialist resources are used to aid learning across the school where assessment has indicated a need; reading books, sand timers, brilliant books, visual timetables, left handed scissors, pencil grips, colour overlays or coloured paper for children with visual stress, writing slopes and Talking Postcards.

Further specific specialist equipment is bought or hired according to the needs of the children, and as recommended.

The school offers a wide variety of support for pupils who are encountering emotional difficulties from members of staff including; the class teacher, LSAs, Family Support Worker and SENCo who are available to discuss issues and concerns.

	<p>The School also provides pastoral support to children when they have a social or emotional need that presents a barrier to their learning. Each member of the Pastoral Support Team has a caseload of children who are given regular support. The pastoral team also works to support pupils with issues such as self-esteem, making and keeping friends, and positive school behaviours through small group sessions.</p> <p>The school's Family Support Worker (Mrs Griffin) supports both families and pupils in a variety of ways. She can offer parents and carers support with issues that may impact on family life, such as illness or separation, and support with managing their child's behaviour in partnership with the school.</p> <p>Please also refer to the schools' SEN policy.</p>
<p>What training have the staff supporting children with SEN, had or are having?</p>	<p>The SENCo attends regular updated training in specific SEN areas as well as attending regular cluster and update meetings to ensure the school is kept up to date with current legislation and guidance.</p> <p>LSAs are employed and trained to support special needs children in all classes, and support during lunch and play times where appropriate.</p> <p>LSAs run interventions targeting identified priority areas of need. These interventions are monitored to ensure they have impact.</p> <p>Teachers and LSAs have attended courses on a range of areas including Speech and Language, EAL, Distress Management, Precision Teaching, Phonics, Reading Support and TPP.</p> <p>All staff have regular opportunities to update knowledge to ensure they can meet the specific needs of current children's attainment.</p>
<p>How will the school know how my child is doing?</p>	<p>Short term targets are taken directly from the children's One Planning, as well as recommendations from other professionals which are then monitored.</p>

	<p>Multi agency meetings are held to analyse progress made and determine the way forward for children who have involvement with multiple outside agencies.</p> <p>Annual review meetings are held for children with EHCPs to review progress, set new targets and determine strategies to improve attainment. Parental/child reviews are shared and documented.</p> <p>Progress and attainment data is monitored on a termly basis and discussed with Class Teachers.</p> <p>In class, teachers plan and differentiate the curriculum appropriately for each child.</p> <p>Alongside other members of the Senior Leadership Team the SENCo will monitor SEN provision in the classroom.</p>
<p>How will I know how my child is doing?</p>	<p>One Plan Meetings will be held three times a year and copies of all documents sent home.</p> <p>Annual Reviews will take place once a year.</p> <p>You will be able to discuss your child's progress at parent's evenings.</p> <p>Appointments can also be made to speak in more detail to the teacher and SENCo.</p>
<p>What extra resources are available for my child?</p>	<p>Resources may include deployment of staff depending on individual circumstances.</p> <p>Specialist resources are used to aid learning across the schools. E.g. differentiated books, sand timers, behaviour charts with stickers and rewards, visual timetables, Now and The boards, left handed scissors, easy grip rulers, triangular pencils, pencil grips, writing slopes and Talking Postcards.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise and recommended by outside agencies.</p>
<p>How accessible is the school environment?</p>	<p>Toilets are adapted for disabled users and wide doors are in some parts of the building.</p> <p>Individual Care Plans can be put in place for children with specific needs. These are created by the child's consultant or other medical professionals.</p>

	An Accessibility Plan is reviewed regularly by Head Teachers and Governors.
<p>What specialist services used by the school can I contact?</p>	<p>At times it may be necessary to seek advice from outside agencies to receive their more specialised expertise. These may include:</p> <p>Autism Anglia – 01206 577678 Early Advice Hub (Child Protection/Safeguarding) – 0345 603 7627 or out of hours 0345 606 1212 Educational Psychologist (parent helpline) – 01245 433 293 EWMHS (Emotional Wellbeing and Mental Health Service)- 0300 300 1600 Speech and Language Therapy - 01206 286526 Occupational Therapy – 01206 745445 Community Paediatricians (Colchester Primary Care Centre) – 01206 314015 School Nurse – 01206 372300 FACE (Families Acting for Change in Essex) – 01245 608231 Families in Focus – 01245 353575 Local Offer – 01345 7430430 Statutory assessment Service: 0333 0139949 SEND Information, Advice and Support Service - 03330 138913 Maze Programme – 07708 873023 Family Solutions - 0345 6037627 MIND - 01206 764600</p> <p>For further information, please see the Essex Local Offer Essex Local Offer.</p>
<p>How will the school prepare and support my child during transition?</p>	<p>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM THE INFANT TO THE JUNIOR SCHOOL</p> <p>When children are transferring from the Infant school, all children on the SEN register remain on the SEN register at the Junior School for the first term and then this will be reviewed with the SENCO and the class teachers. All provision programmes and outside agency support in place at the Infant school will continue where needed.</p>

All SEN children visit the Junior School on several occasions to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc.

SENCo, Teachers and LSAs visit the Infant School Year 2 prior to transition. Extra visits are also arranged for identified pupils.

Year 2 will also spend time being taught by their new teachers in the junior school, at the end of the Summer term.

TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM THE JUNIOR SCHOOL TO SECONDARY SCHOOL

When children are transferring to Secondary School, the SENCo will meet the SENCo of each secondary school to transfer SEN information. All SEN school records will be passed on to secondary school or any other school the child may transfer to regardless if the child has been removed from the register or is borderline to go on to the register. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems.

Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review.

Year six pupils will complete a One Page Profile to their secondary school on pre transition visits. Some extra visits may be arranged for SEN children and others who have been highlighted as needing extra support in Summer term prior to transition to secondary school.

KS1 to KS2 Transition

Moving Between Schools

	<ul style="list-style-type: none"> - Hand over meetings between class teachers, as well as SENCoS. - Tours of the school - Booklet of key areas and staff for the children to refer to over the holidays. - Taster sessions. - Paperwork handover 	<ul style="list-style-type: none"> - Handover from the previous school, including information from the previous teacher and SENCo. - Paperwork set over. - Buddies identified to support your child in making friends and settling. - Visits to school outside of school hours. 	
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AN EXPLANATION OF SOME OF THE ABBREVIATIONS AND TERMS YOU MAY COME ACROSS			
Abbreviation:		Meaning:	
ADD/ADHD		Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder	
ASD		Autistic Spectrum Disorder	
Assessment		A detailed examination of a child's special educational needs	
Baseline Assessment		A standardised teacher assessment designed to establish the attainment level of children at a significant point	
CAMHS		Child and Adolescent Mental Health Services	
CCG		Clinical Commissioning Group	
CoP		Code of Practice	
CI		Communication and Interaction	
Abbreviation:		Meaning:	
LA		Local Authority	
LSA		Learning Support Assistant	
MSI		Multi - Sensory Impairment	
NC		National Curriculum	
ODD		Oppositional Defiant Disorder	
OT		Occupational Therapy	
PD		Physical Disability	
PEP		Personal Education Plan	
PMLD		Profound and Multiple Learning Difficulties	
PRU		Pupil Referral Unit	
PSP		Pastoral Support Programme	
SATs		Standard Assessment Tests	

CL	Cognition and Learning	SA	School Action
CP	Child Protection	SA+	School Action Plus
CPR	Child Protection Register	SLCN	Speech Language and Communication Needs
DoB	Date of Birth	SLT	Speech and Language Therapy
EHC/EHCP	Educational, Health and Care Plan	SEN	Special Educational Needs
EP	Education Psychologist	SEND	Special Educational Needs and Disability
ESP	Early Support Programme	SENCo	Special Educational Needs Co-ordinator
EWO	Education Welfare Officer	SLD	Severe Learning Difficulties
FSM	Free School Meals	SpLD	Specific Learning Difficulties
MAG&T	More Able, Gifted & Talented	TA	Teaching Assistant
HI	Hearing Impaired	VI	Visually Impaired





SEN Graduated Approach

