

## Brookfield Junior School SEN Report 2017-2018

### **1. What kinds of Special Educational Needs provision is at our school?**

Our school is an inclusive school where every child matters. We aim to support children's needs and development in a nurturing environment and celebrate the achievements of all. Our school SEND policy document is available on the school website. Additional and/or different provision is currently being made in our school for children with a range of needs, including:

- **Cognition and Learning** – Moderate learning difficulties and Specific learning difficulties such as Dyslexia, Dyspraxia and Dyscalculia.
- **Sensory, Medical and Physical** – Sensory Processing Difficulties, Auditory Processing Disorder and Diabetes.
- **Communication and Interaction** – Autistic Spectrum Disorder and Speech and Language Disorders/Delay.
- **Social, Emotional and Mental Health** – Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder and Attachment Disorder.

Our School SENCo is Louise Dilling who has 22 years teaching experience and has been a SENCo for 13 years.

Our team of 11 Teaching Assistants and 3 HLTAs (Higher Level Teaching Assistants) have extensive experience and training in planning, delivering and assessing a variety of intervention programmes. Our staff receive specialist training through Nexus School in Tonbridge, and in partnership with the ELSA programme.

### **2. What are the school's policies with regard to the identification and assessment of children with SEN?**

Our school's SEND policy outlines the process used throughout the school to identify and meet the needs of those children with SEND. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to secondary school. When a concern is raised by a member of staff or parent, after consultation with all parties, a plan will be agreed. This may include class observations of an identified child, school based assessment or referrals to health services such as Speech and Language or Occupational Therapy services. Where behaviour is a concern, a behaviour log may be carried out daily, along with playground/class observations.

At Brookfield Infant School, a range of specific, more specialised tests are used by the SENCo to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions. To obtain further understanding of a child's learning difficulties, we may use:

- Language Link/Speechlink
- Lucid Rapid Dyslexia Software
- Social, Emotional, Behavioural checklists eg Leuven Children's Well-being Scale, Strengths and Difficulties Questionnaire and Boxall Profile.
- Aston Index
- WRIT ( Wide Range Intelligence Test)

In addition, school can request assessments from the services of the STLS (Specialist Teaching and Learning Service ) via the LIFT (Local Inclusion Forum Team) process.

### **3. How do we evaluate the effectiveness of provision for children with SEN?**

- SEN reviews are held in terms 2, 4 and 6 as part of Pupil Progress meetings.
- Use of a class Provision Map to measure progress and achievement each term.
- Use of an individual Personalised Plan for all children placed on the SEN register at SEN Support level or with an EHCP (Education, Health and Care Plan).
- Tracking of intervention impact through RAG rating success. (Red, Amber, Green)
- Use of attainment and progress data for children with SEN.
- Use of pupil voice questionnaires.
- Feedback from parents and carers.

### **4. What are our arrangements for assessing and reviewing the progress of children with SEN?**

- Initial concerns should be discussed in a conversation between the class teacher and parent/carer before being passed to the SENCo.
- Concerns may also be raised by parents with the Family Liaison Officer, Katie Till.
- Termly tracking of pupil progress.
- Pupil Progress meetings are held with the SENCo and class teacher.
- An Annual Review is held for children with an Education, Health and Care Plan.
- Children on the SEN register at SEN Support or with an EHCP receive an individualised Personalised Plan. These are reviewed with parents three times a year.
- When children are assessed by the SENCo or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address the identified needs and meet targets.

### **5. What is our approach to teaching pupils with SEN?**

Inclusion underpins the core values of our school. We work in partnership with all of our families and external agencies where the appropriate, to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure

children's motivation and concentration and provide equality of opportunity, use appropriate assessments and set suitable targets for learning.

Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. SEND is a matter for the school as a whole and a cycle of planning, teaching and assessing is firmly embedded to cater for all needs, interests and abilities through differentiated tasks and topics. Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN in planning and assessment and a wide range of resources and strategies are available to support learning and achievement.

## **6. How do we adapt the curriculum and learning environment?**

The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning) ; pace of the lesson ; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc);outcomes expected from individual children ; materials used ; support level provided; provision of alternative location for completion of work.

The school follows strategies advised by external agencies to support individual pupils such as the use of a coloured overlay, sensory cushions, writing slope or suggested intervention programmes.

We endeavour to ensure that all classrooms are inclusive for all needs and include the use of visual timetables, personalised timetables and prompt/sequence cards as necessary, visual schedules, quiet work stations , areas of retreat and pictorially labelled resources where appropriate. Manipulatives, such as Numicon are readily available in all classes.

We endeavour to ensure that all classrooms are speech and language friendly including the use of Task Management boards, "chunking" of instructions, use of "10 second rule" to allow processing time, pre-teaching of key vocabulary and Language for Learning/Language link strategies and resources.

## **7. What additional support for learning is available for children with SEN?**

There are currently 179 children on roll. We have 9 Teaching Assistants employed in the school and 3 HLTAs (Higher Level Teaching Assistants).

Most TAs are trained to deliver a number of intervention programmes throughout the school. Most TAs are deployed in classes to support children on a 1:1 or small group basis within class and/or within a separate intervention programme.

- We follow the Code of Practice for SEND.
- We teach a differentiated curriculum to ensure that the needs of all children are met.
- We implement S.M.A.R.T. targets within our Provision maps and Personalised Plans which are reviewed 3 times a year.

We have a number of intervention programmes in place for children who require additional support. These include:

BRS – Building Reading Stamina  
Clever Fingers  
Language for Learning  
Language link/Speechlink  
Lego Therapy/Social Skills  
Relax Kids  
Maths  
Writing  
Sensory Circuits  
Toe by Toe  
Word Wasp

For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. speech and language therapists, occupational therapists, specialist teachers from STLS outreach from Nexus and Grange Park school). Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home.

Specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, sensory cushions, access to area of quiet and personalised schedules.

#### **8. What activities are available for improving the emotional and social development of children with SEN?**

All extra-curricular activities (listed on the website) are available to all our children. We provide a range of enrichment activities for all pupils.

#### **9. What support is available for improving the emotional and social development of children with SEN?**

- Specialist advice from the STLS team.
- Specialist advice can be bought in from an Educational Psychologist.
- Specialist advice from colleagues at CYPMHS (previously CAMHS) and Early Help.
- Support from the school FLO who works with children and families to support emotional needs.
- Access to nurture interventions within school.
- Quiet areas within or outside some classrooms can be used.
- Assessment tools such as Leuvens Well-being scale and Boxall profile.
- The SENCo has attended training on Well-being and Child Mental Health.

#### **10. What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?**

- AEN updates are regularly attended to keep abreast of changes to SEND.
- TAs attend training through Tonbridge and Malling Specialist Teaching Service.

- TAs can attend training offered by the Speech and Language Therapy service to support work with individual pupils.
- To enhance knowledge about a specific type of SEN (in order for the class teacher or TA working directly with a child with a particular type of SEN, to adapt teaching and learning to meet the need appropriately), more specific training may be sought via the CPD available.
- At the close of each school year teachers hold meetings with the class's next teacher to discuss the children and SEN information in preparation for the following year.
- The SENCo organises training on a needs basis and also staff may request specific training.

### **11. How is equipment and facilities to support children with SEN secured?**

All classes are equipped with resources to support all learning needs such as visual timetables, ACE dictionaries and maths manipulatives. Further equipment may be purchased:

- Through discussion with specialist agencies involved.
- Through discussion with parents.
- Through discussion with the Executive Head teacher/Heads of school.

Where applicable, funding is secured through an application for High Needs Funding.

### **12. What are the arrangements for consulting parents of children with SEN and involving such parents, in the education of their child?**

Throughout the year there are two Parents' Evenings and there is an end of year annual report to parents.

Parents are invited to attend Annual Review meetings for those children with an EHCP, where the EHCP is evaluated with parents and recommendations for new targets are discussed and agreed. We have an "Open Door" policy where parents are welcome to contact and/or meet with the SENCo at a time that is convenient.

Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents about how their child learns best in order that it can be shared with those people who directly teach the child.

Progress and outcomes of assessments are also discussed during consultation meetings with external agencies such as the STLS service.

### **13. What are the arrangements for consulting children with SEN and involving them in their education?**

Children's self-evaluation is actively encouraged throughout the school. Pupil voice is sought in annual reviews and throughout the year to obtain their views about their SEN and the support in place to address their needs.

**14. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?**

All complaints are dealt with following the school's Complaints Procedure Policy. This is available on the school website.

**15. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of our children with SEN and in supporting the families of such children?**

External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs.

School may seek advice from:

- Specialist Teaching and Learning Service for children with sensory impairment, physical/medical difficulties or social communication difficulties or cognition and learning difficulties.
- The Speech and Language Therapy Service and Occupational Therapy Service (NHS) involved with an individual children, support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children.
- School maintains links with the child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.
- Our School Health Practitioner is available for advice and attends meetings in school on request following referrals to the service made by school.

**What are the contact details of support services for the parents of children with SEN?**

Information Advice and Support Kent (IASK) 03000 413000 [www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

Further advice regarding the Local Authority's Local offer can be found on [www.kent.gov.uk/education-and-children](http://www.kent.gov.uk/education-and-children)