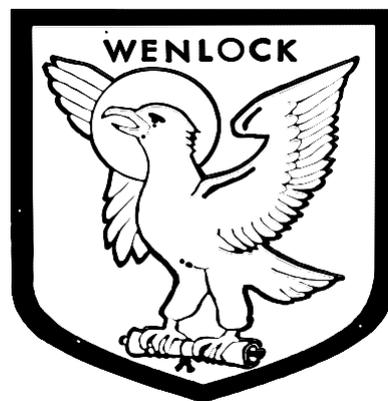


LUTON BOROUGH COUNCIL

Wenlock Church of England Junior School SEN Information Report



Learning and growing together within the love of God.

WENLOCK CHURCH OF ENGLAND JUNIOR SCHOOL

At Wenlock Junior School we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCO, specialist teaching staff both within the school and external professionals such as educational psychologists and occupational therapists to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

1. How does the Wenlock Junior School identify and organise support for children with special educational needs?

We know when pupils may need additional help if:

- *Concerns are raised by parents/carers, class teachers or the pupil's previous school*
- *There is limited progress, identified through termly assessments and/or pupil progress meetings*
- *There is a change in the pupil's behaviour*

The support provided will then be dependent on the individual needs of the child. Decisions are made based on conversations with the parent/carer and in consultation with the Class Teacher and the Senior Leadership Team. Careful consideration is made following tracking of pupil progress and as a result of observations and assessments done by outside agencies. We also have a behaviour provision based on site (see separate section 'The Lighthouse').

WENLOCK CHURCH OF ENGLAND JUNIOR SCHOOL

2. Who are the key people in Wenlock Junior School available to discuss parental/carers concerns about their child's difficulties?

The Class Teacher will always be the initial point of contact for discussing any concerns relating to their child's concerns.

The Inclusion Manager (SENCo) is also available to discuss any concerns with parents/carers. Parents/carers may wish to discuss their concerns with the school's Family Worker too.

3. How will parents/carers be informed about a child/young person's progress within the setting and how will his/her progress be measured?

- *Parents/carers will be able to discuss their child's progress at Parents Evenings.*
- *Class teachers are regularly on the playground at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the Class Teacher or the Inclusion Manager (SENCo) by calling or visiting the school office.*
- *IEPs (Individual Education Plans) are sent home each term. Targets are usually set by the Class Teacher. Parents/carers are encouraged to contribute their input to be included on the IEP.*

4. What support will parents/carers receive if their child/young person has been identified as having special educational needs?

Parents/carers will receive support through the Class Teacher, in the first instance, and also the Inclusion Manager. As a school we work closely with parents/carers to ensure that they are kept fully up to date on their child's progress and also with ways in which they can support their child at home.

Wenlock Junior School has a full time Family Worker for pastoral support and she will be able to advise and support in the use of any outside agencies where appropriate.

WENLOCK CHURCH OF ENGLAND JUNIOR SCHOOL

5. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

- *Members of staff such as the Class Teacher, Inclusion Manager and Family Worker are readily available for pupils who wish to discuss issues and concerns.*
- *Additional adults in class to support children where appropriate.*
- *The Specialist Teaching Assistant (Behaviour) runs wellbeing groups targeting social skills, self-esteem, emotional wellbeing and anger management.*
- *Pupils who find lunchtimes a struggle are able to get a pass to The Chill Out Zone. If necessary a quiet eating area can be provided.*
- *The Family Worker regularly works with children who have social and emotional needs. The aim is to provide support for pupils through 1-1 sessions where problems are discussed and solutions planned. The pupils who have received this intervention have found it very beneficial.*
- *A team of staff trained in Drawing and Talking Therapy, which is designed to enable the child to express any concerns.*
- *The school also refer children to Greenhouse Mentoring who provide a mentoring service delivered in school.*

Pupils with Medical Needs

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and the staff member.

Various staff members have first aid training.

There is always a designated medical staff member available in school.

WENLOCK CHURCH OF ENGLAND JUNIOR SCHOOL

6. How will teaching be adapted to support the child with special educational needs?

- *Each pupil's education programme will be planned by the Class Teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or the teaching assistant in class.*
- *Classes such as Literacy and Numeracy are grouped into smaller sets with more teachers, enabling children to receive more support.*
- *If a pupil has needs related to more specific areas of their education, such as spelling, reading and numeracy etc. then the pupil will be placed in a small focus group. This will normally be run by the Teaching Assistant. The duration of the intervention will vary according to need but will generally be for a term. Interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.*
- *Pupil Progress Meetings are held termly. This is a meeting where the Class Teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may then highlight any potential problems in order for further support to be planned.*
- *Occasionally a pupil may need more expert support from an outside agency such as Learning Support Services, Paediatrician etc. A referral will be made, only with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is normally provided to the school and parent/carers.*
- *In some cases, children who have an identified special educational need will have an Individual Education Plan where targets will be set and progress monitored closely.*

7. What different types of support can the child/young person receive in school? (e.g. small group or individual)

The type of support that the child may receive in school very much depends on their identified needs.

WENLOCK CHURCH OF ENGLAND JUNIOR SCHOOL

Progress is monitored at pupil progress meetings and appropriate action is taken in the form of interventions. These may be taken in class by the class teacher or a teaching assistant.

If a child has been identified as having a special educational need, they will be given an Individual Education Plan. Targets will be set according to their area of need and closely monitored.

Alongside quality first teaching, the type of support that may be available includes small group work or working 1:1 with an adult.

8. How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

Activities and school trips are available to all.

- If a child with special educational needs and/or disabilities experiences difficulties during these times, additional support may be put in place and then monitored. Lunchtime staff will be made aware of children with specific needs and strategies shared where appropriate.*
- Risk assessments are carried out and procedures are put in place to enable all children to participate.*
- If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.*
- There is a variety of activities available to help develop social skills or with a focus on friendship groups.*

9. How does Wenlock Junior School involve children in decisions that affect them?

The Senior Leadership Team regularly conducts pupil questionnaires, including children with special educational needs and/or disabilities, and then reviews the responses taking action where necessary.

WENLOCK CHURCH OF ENGLAND JUNIOR SCHOOL

Applications to represent their class on the school council are open to all children, including those with special educational needs and/or disabilities. All children know that they are able to communicate with their class representative who will take their suggestions back to the school council for consideration.

If appropriate, children contribute to the annual review of their statement.

10. How are Wenlock Junior School's resources allocated to support children with SEND?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

- *The additional provision may be allocated after discussion with the Class Teacher at Pupil Progress Meetings or if a concern has been raised by them at another time during the year.*
- *Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Speech and Language therapy).*
- *Funding may be used to buy in specialist support (e.g. Play Therapy)*
- *Pupil Premium payments are used to support the pupil's learning, whether it is through small focus group work, after school activities or school trips.*

11. What services external to Wenlock Junior School can provide support to children with SEN?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- *Autism Outreach Team*
- *Educational Psychologist*
- *Behaviour Support Service*
- *EIPS (Early Intervention Prevention Service)*
- *CAMHS (Child & Adolescent Mental Health Service)*

WENLOCK CHURCH OF ENGLAND JUNIOR SCHOOL

- *EWO (Educational Welfare Officers)*
- *Hearing/Visual Impairment Outreach*
- *Social Services*
- *Speech & Language/Occupational Therapy*
- *School Nurse service*

An Educational Psychologist is allocated to each school. She would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the School Liaison Meeting (SLM). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of a SLM is to gain an understanding of and try to resolve a pupil's difficulties.

In order to help understand the pupil's educational needs better, the Educational Psychologist will generally, at some stage, meet with the parent/carer and give feedback after the assessment has been completed.

She will subsequently offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

12. How are staff at Wenlock Junior School supported to work with children with special educational needs and what training do they have?

Different members of staff have received training related to special educational needs and/or disabilities.

This includes:

- *Supporting children on the autistic spectrum*
- *Supporting pupils with social and emotional needs*
- *Supporting pupils with speech and language difficulties*
- *Supporting children with specific learning difficulties (eg. Dyslexia)*
- *Supporting children with Dyspraxia*

The Inclusion Manager (SENCo) holds the qualification of 'National Award for Special Educational Needs Co-ordination'.

WENLOCK CHURCH OF ENGLAND JUNIOR SCHOOL

Staff training needs are closely monitored by the Senior Leadership Team and are led by the needs of the children.

13. How will the setting support the child/young person in moving on to another school or college or to the next key stage in their education or life?

Our school understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- The Inclusion Manager is always available to meet parents/carers prior to their child joining the school.
- High school staff visit pupils prior to them joining their new school.
- Staff support parents in identifying the most suitable high school for their child.
- The Inclusion Manager liaises with the SENCOs from the high schools to pass on information regarding pupils with special educational needs and/or disabilities.
- School staff eg. the Family Worker work with children anxious about the move. This provides them with the opportunity to discuss any concerns they may have.
- Where a pupil has a Statement of Special Educational Needs or an EHCP then a transition meeting is held in the term prior to the change.

14. How accessible is the setting/school/college environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- *Ramps into school to make the site accessible to all.*
- *Toilets adapted for disabled users.*
- *Double doors in some parts of the building.*

WENLOCK CHURCH OF ENGLAND JUNIOR SCHOOL

15. Who can parents/carers contact for further information at the early years setting/school/college?

Parents/carers are welcome to book an appointment with the Inclusion Manager. Luton's Local Offer for SEN and Disability can be found on the Luton Borough Council website.

<http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>