

## SEN Information Report

We have developed our Local Offer alongside that set out by West Northamptonshire Council, which can be found [here](#)

### Introduction

The purpose of this document is to clarify to parents, staff and Governors, how the special educational needs of children are managed at Brackley C of E Junior School and how the school SEN policy is put into practice.

#### What are the school's SEN Objectives?

- To identify effectively and assess the needs of all children
- To set appropriate targets that accelerate progress
- To monitor and review learning and raise achievement
- To liaise with and involve parents and value their contribution to their child's education
- To listen and respect the views of the child

The kinds of Special Educational Needs and disabilities provided for:

- Communication and interaction
- Cognition and learning
- Social, Emotional and mental wellbeing
- Sensory and/or physical needs

#### How does the school identify Pupils with SEND?

Identification of pupils with SEND will come from a range of sources:

- Progress monitored by teachers as part of an ongoing observation and assessment which identifies differences between attainment and achievement and pupil progress meetings
- Progress made against objectives specified in the Birth to Five Foundation Curriculum and Primary National Strategy
- Standardised screening and assessment tools
- Signposted from pre-school information or parental concerns

- Concerns raised on entry to the school in any year group or concerns raised by previous school
- Liaison with Local Authority or other outside professional
- Concerns raised because a child is under the care of the Local Authority

Our SEN profile for 2023-24 shows that we have 19% of children identified as having SEN, with 8 children having Education, Health and Care Plans.

### What is the provision for children with SEND?

There is graduated response to meet pupils' special educational needs; should the provision provided not appear to meet the needs of the child, a formal statutory assessment may be sought.

Brackley Junior School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. Additional funding is available from the local authority's Higher Needs Funding Block and applications are made when the school projects spending of over £6000 above the AWPU.

#### **Universal Provision**

- High quality classroom teaching
- Gifted and talented extension activities
- Adaptions including workstations and visual timetables
- Pre teaching vocabulary
- Class TA targeted support
- Differentiated curriculum
- Pastoral support
- Dyslexia Gold Reading & Spelling
- Arch Reading
- SNIP Spelling
- Protective Behaviours

#### **SEN Support and EHC Plan Provision**

- 1:1 reading support and targeted reading support
- Social communication skills
- Drawing and Talking
- Lego Therapy

- Structured Lunchtimes
- Yoga & Mindfulness
- Fine motor skills work
- Speech and Language Therapy
- OT and physiotherapy support
- CAMHS
- School Nursing Team & MHST
- Specialist Support Services
- Sensory activities
- Social and Emotional based targeted interventions
- 1:1 counselling

Support may also come in the form of additional resources. In 2022/2023 a range of approaches were used with children including: use of pencil grips and writing slopes, coloured overlays and exercise books, seating position within the classroom, writing frames to support literacy work, concrete apparatus for numeracy. Small group and 1:1 work within class and for interventions in literacy, numeracy, reading, social and emotional skills, speech and language and fine motor skills. We have a daily small group every morning to deliver highly differentiated literacy and numeracy lessons to 7 children in Year 6.

Brackley Junior School commissioned, for 2021-22 support from:

Educational Psychologist – 6 sessions

Support was received from Specialist Support Service, Speech and Language Therapist, Early Help Assessment Team, Occupational Therapist, Physiotherapist, School Nursing Team and Education Inclusion Team.

We also employed 8 class-based Learning Support Assistants and 3 1:1 Learning Support Assistants, who delivered the interventions in the provision map as co-ordinated by our Deputy Head teacher and SENCo. We also employed the services of a trained counsellor to provide 1:1 to support children with social and emotional needs.

**How does the school measure progress and achievement?**

Progress will be measured against national Age Related Expectations. Where children have complex needs and progress is achieved in small steps, the use of 'Beyond P scales' will be used. The assessment and recording of progress is monitored termly.

It may be necessary to carry out extended, detailed assessments to inform the next stage of planning. These may involve external professionals where appropriate. Assessment information and pupil progress are available to parents at IEP reviews, parent consultations and in termly reports.

What skills and knowledge do the staff have and how does the school develop this?

Those staff involved in SEND are:

- Special Needs Co-ordinator (SENCo)
- The Head teacher
- Class Teachers
- Learning Support Assistants (LSAs)
- School Governor with SEN responsibilities

These staff have experience in:

- Autism
- ADHD
- Speech, Language and Communication needs
- Sensory needs
- Emotional and behavioural needs
- Diabetes & Epilepsy management
- School staff also liaise with additional outside agencies, including: Educational Psychologist (EP), Community Paediatrician, Social Services, Specialist Support Services, CAMHS, SALT, OT and School Nurse, EHA Team.

We encourage all staff to take up training opportunities and attend relevant courses provided by the County Council and outside agencies to develop and upgrade skills and knowledge in SEND.

In 2022/2023 our staff completed on-line training in a range of SEN classroom practises, plus positive handling, trauma and attachment, epilepsy, anaphylaxis, diabetes and restorative approaches.

Who do I contact for further information on SEND at the school?

Mrs Rosalyne Peet, Head teacher on 01280 707060

Mrs Kate Broadaway, SENCo/Deputy Head on 01280 707060

What pastoral support is in place at school?

Brackley Junior School has a pastoral system in place to support children with their social and emotional development. Each child can access support from:

- Class teacher
- Learning Support Assistant
- Our Attendance, Anti-Bullying and Behaviour and Exclusion policies which are available from the office and on our website
- 1:1 and small group interventions to help support a range of social and emotional needs provided by trained LSAs
- Access to support from School Nurse, MHST, Counselling, CAMHS

How does the school involve parents and children?

Parents who have a concern about their child or would like to discuss their child's SEND provision should contact the class teacher or the SENCo in the first instance. If there are still concerns, then a meeting may be arranged with the Head teacher.

Parents receive termly reports informing them of their child's attainment and progress. They are also invited to termly parents' evenings and reviews with outside professionals where appropriate.

When possible, we involve children in the setting and reviewing of targets and provision.

### **What provision is in place for transition for children with SEND?**

Brackley Junior School will liaise with transfer schools, pre-schools and other additional outside agencies before a child starts. An enhanced transition plan may be implemented if necessary.

Children moving to secondary school will have a programme of transition organised. Some children will have an enhanced transition plan if parents and staff feel it is appropriate.

Last year additional visits were arranged with Magdalen School and Waynfleet Infant school for children to become familiar with the setting.

### **How is monitoring and evaluation carried out in school?**

The SENCo monitors and updates children's provision using the assess-plan-do-review cycle.

The SENCo is responsible for monitoring and evaluating planning, practice and outcomes. This may involve focused classroom observations, staff meetings and reviews. Vulnerable groups such as pupil premium, FSM, EAL, etc. will be monitored, as will attendance and exclusion data for SEND pupils.

### **Do children with SEND have access to activities outside the classroom?**

Activities and school trips are available to all. Risk assessments are carried out and all reasonable adjustments are put in place to enable all children to participate as fully as possible. Any potential barriers will be discussed with parents.

GLOSSARY OF TERMS	
IEP	Individual Education Plan
SEN Support	Statement stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC Plan	Education, Health, Care Plan
SEND	Special Educational Needs and/or Disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder

### **Useful links**

[Department for Education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Educational Psychology Service:

[Educational Psychology Service | West Northamptonshire Council \(westnorthants.gov.uk\)](http://westnorthants.gov.uk)

School Attendance and Support Service (Formally Education Inclusion Partnership)

[School Attendance Support Service \(SASS\) - WNC | West Northamptonshire Council \(westnorthants.gov.uk\)](http://westnorthants.gov.uk)

Parent Partnership Service:

[West Northants SEND IASS | \(iassnorthants.co.uk\)](http://iassnorthants.co.uk)

Virtual School for Looked After Children:

[About the Virtual School | West Northamptonshire Council \(westnorthants.gov.uk\)](http://westnorthants.gov.uk)

Link to the local authority's local offer:

[Local Offer | West Northamptonshire Council \(westnorthants.gov.uk\)](http://westnorthants.gov.uk)