

# Alfred Street Junior School

(Special Educational Needs)

## SEN INFORMATION REPORT

(September 2016)

**For further detailed information, please refer to our Inclusion Policy.**

### Introduction

All governing bodies of maintained schools and maintained nursery schools, along with proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN regulations.

Alfred Street Junior School has published their SEND report which is part of the Northamptonshire Local Offer for learners with Special Educational Needs & Disability (SEND) [Northamptonshire County Council - SEND Local Offer](#). We welcome your feedback and future involvement in this offer, therefore if you have specific questions about the content or about the Northamptonshire Local Offer, please do not hesitate to contact:

**SENCO: Mrs Amy Love**

**Head Teacher: Mr John Kidney**

**SEN Governor: Mrs Velma Jones**

### The kinds of Special Educational Needs which are provided for in our school

At Alfred Street we are an inclusive school who will do our best to give provision to every child, regardless of difference in mind, body, or social circumstance. All children will be provided with the opportunities to fulfil their potential and contribute to society. Due to our school being a Victorian building, this can mean we may not be suitable as a long term provision for certain physical disabilities, however we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This includes or has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- ADHD
- Visual Impairment
- Hearing Impairment
- Physical and Sensory difficulties
- Medical needs impacting on learning
- Speech and Language difficulties
- Social and Emotional difficulties

When admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter, we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

## 1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Alfred Street Junior School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or year group
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for physical/sensory or speech and language issues or for Dyslexia testing
- Use of tools for standardised assessment such as: GL Testwise, Salford Reading and Vernon Spelling Age tests
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

## 2. HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCO (Special Educational Needs Co-ordinator: Amy Love) or Head Teacher (John Kidney). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the end of this report.

## 3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

### 3a. WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our SENCO and Head oversee the progress of any child identified as having SEND
- There may be a TA (Teaching Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins and is reviewed and updated during termly reviews.

### 3b. WHAT PROGRAMMES MAY BE USED TO SUPPORT MY CHILD?

As a school, we currently use a wide variety of resources to support different aspects of Special Educational Needs & Social, Emotional & Mental Health Needs. These include:

- Reading – Precision Teaching, Catch Up Reading, Toe by Toe.
- Spelling – P.A.T., High Frequency Steps to Literacy (and writing), Dee Reid Spelling Programme
- Handwriting – Speed Up!, Spectrum Handwriting Programme (Folens)
- Listening & Communication – Listening Skills
- Speech & Language – Specific programmes as set out by the Speech Therapist, Language for Thinking, Semantic Links Programme
- Memory & Retention – Memory Skills Book
- Physiotherapy – Individual Exercise Programmes as set out by the Physiotherapist
- Social/Emotional – Social Skills Programme, Drawing & Talking, Protective Behaviours, Play Buddies.

### 3c. WHO WILL EXPLAIN THIS TO ME?

- IEPs (Individual Education Plans) will be shared with you and your child
- The class teacher will meet with you formally on at least a termly basis (this could be part of review meetings or separately), in order to discuss your child's progress and the support that they are receiving

- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
- An appointment can be made with the SENCO to discuss support in more detail if required. Mrs Love is available on Tuesday, Wednesday and Thursday each week.

#### 4. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

##### 4a. WHAT PASTORAL, MEDICAL AND SOCIAL SUPPORT IS AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- The school currently has members of staff who are trained to provide 'Social Skills' groups, and the 'Drawing and Talking' and 'Protective Behaviour' Sessions.
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the SENCO/Trained members of staff.

##### 4b. HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis, the administrative staff oversee the administration of any medicines. Another member of staff will always witness any administration
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- Mr Butler, Mrs Eaton, Mrs Hirtsch and Mrs Riches hold first aid qualifications, which are updated regularly.

##### 4c. WHAT SUPPORT IS THERE FOR BEHAVIOUR AND INCREASING ATTENDANCE?

- The school has behaviour and exclusion policies which are available on the school website.
- If a child has significant behaviour difficulties, an Individual Behaviour Support Plan (IBSP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school receives support from Maplefields School and our designated Educational Psychologist, Dr. Jacquie Lomas, in implementing these plans.
- The school has an attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head Teacher/PSA who may involve the Early Help Assessment Team or Children's Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates individually at the end of the year and the class with the highest attendance rate winning the 'Attendance Cup' each week.
- The school's Parent Support Advisor, Mrs Carol Hilbourne, is able to support families.

##### 4d. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have IEPs or IBSPs discuss their progress and targets when these are reviewed (as is age appropriate), as well as at termly review meetings
- If your child has a Statement or EHCP, their views will be sought before any review meetings (as is age appropriate)

- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.

## **5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- Our school has an accessibility policy
- All areas of the school are accessible by wheelchair. Ramps are provided to allow access to each level of the school
- Accessible toilet facilities are available both in the upper part of the school and also in the Year 6 area
- If you have specific access queries or concerns, please speak with us.

## **6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?**

- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however, on occasions, this might be individually differentiated
- The class teacher, alongside the SENCO, will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, maths resources such as Dienes, cubes etc.
- The SENCO reports to the Head Teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the SENCO. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

### **HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?**

- By ensuring that the child is making progress academically against national/age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By reviewing children's targets in IEPs and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

## **7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

### **WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?**

- You are welcome to make an appointment to meet with either the class teacher or SENCO at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Every child has a home/school diary where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible
- Your child may have an Individual Education Plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide

suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a review meeting

- When the child's IEP is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND, they may have a Statement of SEN or EHCP. In such instances, a formal meeting will take place to discuss your child's progress and a report will be written annually, as well as the normal termly review.

## **8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

- As a school, we track and analyse the children's progress in learning against national expectations and age related expectations on a half-termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held each term between each class teacher and the Head Teacher or Deputy Head Teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth; for example: various standardised assessments, such as Salford Reading/Vernon Spelling Tests and GL Testwise and we also employ the services of a specialist teacher to carry out Dyslexia testing.
- The Head Teacher and SENCO report regularly to the Governing Body. Our governor (Mrs Velma Jones), who is responsible for SEND, meets regularly with the SENCO and attends briefing sessions. She also reports back to the Governing Body (see section 6).

## **9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible
- The school operates a Breakfast Club as well as a variety of lunch time and after school clubs. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging; depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. The needs of each child will be considered on an individual basis.

## **10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Year 3, the Head Teacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other
- Transition meetings or conversations take place between the SEND team and teaching staff from Alfred Street Junior School and our feeder schools, prior to children transferring to us. The SEND Team/Teachers will visit settings to observe children where it is felt there is a need

- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then a Statement or EHCP review will be used as a transition planning tool at a meeting, to which we will invite staff from both schools
- Transition between year groups within the school will be dealt with as part of our annual programme of transition and there will be a handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

#### **11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required
- As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: Primary Behaviour Service, health services including: GPs, school nurse, specialist nurse services (Diabetic Team), CAMHS (Child and Adolescent Mental Health Service), paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help Assessment teams, our PSA, social workers, educational psychologists and specialist advisory teachers.

#### **12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- Our SENCO is currently undertaking the national SENCO accreditation in order to obtain fully qualified and accredited status in this area.
- Our SENCO is also part of our local group of schools' SENCO Cluster Meeting and also attends Inclusion Network Meetings for the wider area.

#### **13. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the Inclusion Policy. This can be found on the policy page of the school website
- Further information is available from the SENCO (Amy Love), Head Teacher (John Kidney), or in exceptional circumstances, the SEN Governor.
- The school has a complaints policy, which is available on the policy page of the school website
- You might also wish to visit the following websites or use the given contacts:
  - Northamptonshire's Local Offer, outlining services available for children and young people who have SEND, can be found at: [Northamptonshire County Council - SEND Local Offer](#)
  - Contact IASS (Information Advice Support Service) for SEND in Northamptonshire: <http://www.iassnorthants.co.uk/Pages/home.aspx>
  - SNIX Magazine (Special Needs Index) <http://www.northamptonshire.gov.uk/snix>

#### 14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the School Office for further information about the school and to arrange a meeting with the Head Teacher, in the first instance. \*

Alfred Street Junior School  
Alfred Street  
Rushden  
Northamptonshire  
NN10 9YS  
Tel:01933 353762

E-mail:- [head@alfredstreet.northants-ecl.gov.uk](mailto:head@alfredstreet.northants-ecl.gov.uk) or [SENCO@alfredstreet.northants-ecl.gov.uk](mailto:SENCO@alfredstreet.northants-ecl.gov.uk)

\*Please note, however, that all admissions are managed by the NCC Admissions Team and you must apply to them. <http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/school-admissions> or telephone them on 0300 126 1000.

**Report written – September 2016**