



Special Educational Needs Information Report

*At Balfour Junior Academy we strive to support **all** children to enable them to achieve at school. The school aims to be fully inclusive and currently supports pupils with a wide range of additional needs. These include pupils who are on the autistic spectrum, have a diagnosis of ADHD, have a moderate or specific learning difficulty or are Looked After.*

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further measures/additional support may be needed to help them achieve their targets and feel ready to learn and participate fully in school life.

This is where the Inclusion Team step in.

The Inclusion Team consists of:

Ms Phillipa Dennis (SENCo) pdennis@balfourjuniors.org – 01634 843833

Ms Maya Casal (SEN teacher)

Mrs Becky Denny (Family Liaison Officer - FLO)

Mrs Debbie Baker (Speech and Language Teaching Partner)

Mrs Sampada Misra (Gross and Fine Motor Skills TP)

Roles & Responsibilities of the SEN Team.

Ms Phillipa Dennis (SENCo)

As SENCo I am responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. I also liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

I regularly have contact with a wide range of external agencies that are able to give more specialised advice. Other SENCo responsibilities can be seen in the new Special Educational Needs Code of Practice

If you have any concerns regarding SEN matters do not hesitate to contact me.

Mrs Rebecca Denny (FLO- Family Liaison Officer)

I am the Family Liaison Officer (FLO) at Balfour Junior Academy, the children know me as Becky.

I aim to provide links between school staff, families, pupils and external services in a supportive, friendly and professional manner to enrich school and home life for our children and families.

I endeavour to help children reach their full potential by helping overcome barriers to learning be that working on friendship difficulties, attendance, or self-esteem problems, through to family worries such as bereavement and relationship changes.

I am here at Balfour to help and support all children and families.

Please feel free to contact me with any concerns you may have.

Ms Maya Casal (SEN Teacher)

If a pupil is not progressing as expected Ms Casal may carry out a range of assessments in order to identify any potential problems.

These include:

The Dyslexia Portfolio – Used to test children who may have dyslexia following concerns raised by class teachers or parents.

The British Picture Vocabulary Scale (BPVS)

To look at the child's internal language – the words they know & understand. We use this test if we are concerned about a child's comprehension skills. Also used as part of a package of tests if there have been concerns about a child's lack of progress or a parent has raised a concern.

NFER Single Word Reading & Parallel Youngs Spelling Test

These are used if we are concerned about a child's spelling ability.

Underlying Ability Test.

Used to ascertain a child's verbal, non-verbal and overall underlying ability (IQ).

Speechlink

Used to test a child if there is a concern raised regarding spoken language.

Phonological awareness, Auditory Discrimination & Visual Memory Discrimination Tests.

These are used to determine if a child has dyslexic traits.

YARC

York Assessment for Reading Comprehension.

If we identify an area of need additional to what is already in place in class, Ms Casal will then devise a programme of study to support the pupil. In addition Ms Casal teaches pupils in small groups or in a 1-1 situation if it is deemed appropriate using individual short term targets.

Speech and Language

Miss Sarah Post is the school's Speech & Language Therapist. If a child is having problems related to speech & language, Miss Post will assess the pupil & plan a programme of support. This will either be implemented by her or by Mrs Deborah Baker the school's Speech & Language teaching partner.

English as an Additional Language

Mrs Charlotte Constable is responsible for the operation of the EAL Policy and co-ordination of specific provision made to support individuals or groups of children with EAL. She supports staff with the educational, physical and social needs of the pupils. She monitors pupil progress and where appropriate discusses any concerns with parents.

She organises other members of the EAL Team to ensure that their time and expertise is utilised to its full potential. This includes some EAL pupils who are also on the SEN register.

If you have any concerns regarding EAL matters do not hesitate to contact your class teacher

Fine and Gross Motor Skills

Mrs Misra works with pupils who require support with their fine or gross motor skills. She runs a sensory circuit groups twice daily. This support may be based on a programme devised by Medway's Occupational Therapy Team or one that the school provides.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most used SEN terms.

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| AAP | Attendance Advisory Practitioner |
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit & Hyperactivity Disorder |
| ASD | Autistic Spectrum Disorder |
| BESD | Behavioural Emotional & Social Difficulties |
| CAF | Common Assessment Framework. This process enables the school & other professionals to gather & record information for a child who has a variety of needs. This information is then used to devise plans to support the child & family. |
| CAMHS | Child & Adolescent Mental Health Service |
| COP | Code of Practice |
| CP | Child Protection |
| DCD | Developmental Co-ordination Disorder |
| EAL | English as an Additional Language |
| EHCP | Education, Health and Care Plan (These replace Statements of Educational Needs) |
| EP | Educational Psychologist |
| FSM | Free School Meals |
| G & T | Gifted & Talented |
| HI | Hearing Impairment |
| IEP | Individual Education Plan |
| ISR | In School Review |
| KS | Key Stage |
| LAC/CLA | Looked After Child/Children who are Looked After |
| LEA | Local Education Authority |
| MLD | Moderate Learning Difficulty |
| NC | National Curriculum |
| OT | Occupational Therapist |
| PSP | Pastoral Support Programme |
| SENS | SEN Support-This replace the previous SEN categories of SA+(School Action Plus) & SA (School Action) |
| saLT | Speech & Language Therapy |
| SEMH | Social Emotional & Mental Health |
| SENS | Special Educational Needs Support |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs & Disability |
| SENCO | Special Educational Needs Co-ordinator |
| SpLD | Specific Learning Difficulty |
| SULP | Social Use of Language Programme |
| VI | Visual Impairment |

SEN Information

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- *the performance tables which show the performance of disadvantaged pupils compared with their peers.*
- *the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.*

Statements will be replaced with a coordinated Education Health and Social Care Plan (EHCP).

- *This will provide statutory protection for children and young people. Proposals include integrating the many services and sectors that work to meet the child's needs. Under the present system it isn't always clear what constitutes curriculum/education, health or social care. The integrated plan should enable services to work together, to meet the child's needs, and remove conflict and contradiction.*
- **Assessment of Children & Young People with Special Educational Needs and Disability (SEND)**
- *The law about assessment and provision for children and young people with SEND changed in September 2014.*
- *The new law will mean that parents, carers and young people will have more opportunities to express their own views and make some choices about what happens.*
- *From now on children and young people who have significant special educational needs will undergo an Education Health and Care (EHC) Assessment, unless parents, carers or the young person opt out of the new system. This will lead to an EHC Plan instead of a Statement of SEN.*
- *This will not apply to children and young people who already have a Statement of SEN. The transfer of Statements into EHC Plans will be a gradual process that will take place at key transition points.*

Personal Budgets

- *If a child is granted an EHCP then some personalised funding may be made available. Schools can contribute to personal budgets if, through a child-centred planning approach, it is clear that this may be the best way to meet identified needs and outcomes.*
- *Social care and/or health services may also contribute to a child's personal budget; in these cases it may be possible to bring the funding together to use as a single budget focused on holistic and child centred support to meet needs and outcomes.*
- *Any support provided through personalised budgets will always be specific to individual children's needs and will be agreed by all.*

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

- The Local Offer was first introduced in the Green Paper (March 2011) as *a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.*

What will it do?

- The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how schools and colleges will support them, and what they can expect across the local settings. This is currently available on Medway Council's website by searching "Local Offer".
- There are a series of questions, *devised in consultation with parents/carers and other agencies*, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Below are Balfour Junior Academy's responses to these questions.

1. How does Balfour Junior Academy know if children need extra help?

We know when pupils need help if:

- ❖ concerns are raised by parents/carers, teachers, teaching partners or the pupil's previous school*
- ❖ there is lack of progress*
- ❖ poor test scores*
- ❖ there is a change in the pupil's behaviour*
- ❖ a pupil asks for help*

What should I do if I think my child may have special educational needs?

- ❖ If you have concerns then contact your child's teacher or the SENCo.*

2. How will I know how Balfour Junior Academy support my child?

- ❖ 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 teaching assistant in class.*
- ❖ If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
*These interventions will be recorded on the pupil's support profile; this is a record of the interventions, timings and impact of the intervention.
The pupil's targets and a list of which interventions the pupil receives, will be sent home three times a year. Parents will be able to contribute their views regarding their child's needs each time the targets are set.
If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.**
- ❖ Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head teacher, SENCo, FLO & EAL Co-ordinator to discuss the progress of the pupils in their class. This shared discussion may 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 the Children's Therapy Team, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.*
- ❖ The Governors of Balfour Junior Academy are responsible for entrusting a named person, Mrs Patricia Daniels to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.*

3. How will the curriculum be matched to my child's needs?

- ❖ *When a pupil has been identified with having additional needs, their work will be differentiated by the class teacher to enable them to access the curriculum and all activities in line with their peers.*
- ❖ *TP's (Teaching Partners) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.*
- ❖ *If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.*

4. How will I know how my child is doing?

- ❖ *You will be able to discuss your child's progress at Parents Evenings.*
- ❖ *Your child's class teacher will be at the front of school at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.*
- ❖ *Every pupil is given a diary in which messages can be exchanged between adults working with your child in school and yourself.*
- ❖ *Individual SEN targets are sent home three times a year. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute.*

How will you help me to support my child's learning?

- ❖ *The class teacher may suggest ways of supporting your child's learning through messages in the school diary or at parents' evenings.*
- ❖ *The SENCo, Family Liaison Officer and the SEN teacher may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed or if a CAF has been initiated.*
- ❖ *The FLO may also meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs.*
- ❖ *Ideas can be exchanged with other parents at SEN coffee mornings.*
- ❖ *If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home. This information will be shared at a meeting with the professional(s) and parents.*

5. What support will there be for my child's overall well-being?

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

These include:

- ❖ *Members of staff such as the class teacher, teaching partners, SENCo and FLO are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.*
- ❖ *The school does not tolerate any form of bullying. If pupils feel they are being treated unkindly or bullied by other pupils the situations is swiftly dealt with. (see [Anti-Bullying section of Behaviour Policy](#))*
- ❖ *A Sulp group is run by Mrs Baker (TP). This is a programme that supports children who find it hard to cope in social situations.*

- ❖ *Pupils who find lunchtimes a struggle are able to join the Lunchtime Club run by experienced teaching partners. Fun games and activities are made available to help provide the pupils with social skills to enable them to form friendships.*
- ❖ *The school regularly accesses support from the Health for Learning Team. This is a Medway Council team who 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.*

Pupils with medical needs

- ❖ *If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents/carers/medical professionals. These are discussed with all staff who are involved with the pupil.*
- ❖ *All members of staff receive annual epipen training delivered by the school nurse.*
- ❖ *Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medi-Careplan is in place to ensure the safety of both child and staff member.*

6. What specialist services and expertise are available at or accessed by the school? At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- *Child Protection Advisors*
- *Educational Psychologist*
- *CAST (Child & Adolescent Support Team)*
- *CAMHS (Child & Adolescent Mental Health Service)*
- *AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)*
- *PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment*
- *Inclusion Team*
- *SALT (Speech & Language Therapy)*
- *Social Services*
- *Children's Therapy Team (Occupational Therapy)*
- *MAGIC (Medway Autism Group & Information Centre)*
- *Medway Hospital (Paediatricians)*
- *School Nurse*
- *Marlborough Outreach Team (Autism)*
- *Bradfields Outreach Team (ADHD/Behaviour)*

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who 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 ISR (In School Review). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of an ISR is to gain a deeper understanding of and try to resolve a pupil's difficulties. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

7. What training are the staff supporting children and young people with SEND had or are

having?

All members of staff have received specific training related to SEND.

These have included sessions on:

- ❖ *How to support pupils with a diagnosis of dyslexia.*
 - ❖ *How to support pupils on the autistic spectrum.*
 - ❖ *How to support pupils with emotional needs.*
 - ❖ *How to support pupils with anger management issues.*
 - ❖ *How to support pupils with attachment issues.*
- ❖ *The school also has two teaching partners who have received training enabling them to deliver more specialised support.*
- Mrs Baker has achieved the Language for Learning Award and delivers Speech and Language programmes written in consultation with the Child's Therapy Team.*

"Fizzy" programmes are provided to support pupils with fine or gross motor problems.

8. How will my child be included in activities outside the classroom including school trips?
Activities and school trips are available to all.

- ❖ *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 is also welcome to accompany their child during the activity in addition to the usual school staff.*

9. How accessible is the school environment?

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

Facilities we have at present include:

- ❖ *ramps into school to make the building accessible to all.*
- ❖ *a toilet adapted for disabled users.*
- ❖ *wide doors in some parts of the building.*
- ❖ *We are actively planning further improvements to make the school more accessible and have an up to date Accessibility Plan. Improved accessibility is one of the priorities in our development plan.*

10. How will the school prepare and support my child when joining Balfour Junior Academy or transferring to a new school?

Balfour Junior Academy 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:

- ❖ *Meetings between the previous or receiving schools prior to the pupil joining/leaving.*
- ❖ *The SENCO, where appropriate, attends the infant feeder schools ISR (In School Review).*
- ❖ *Year 2 pupils attend a Transition Day where they spend the day with their new class teacher.*
- ❖ *Additional visits are also arranged for pupils who need extra time in their new school.*
- ❖ *The SENCO is always willing to meet parents/carers prior to their child joining the school.*
- ❖ *The FLO is available to pupils in year 6 prior to joining their new secondary school. This provides them with the opportunity to discuss any concerns they may have.*
- ❖ *Secondary school staff from every school visit pupils prior to them joining their new school.*
- ❖ *Our SENCO meets the SENCOs from the secondary schools to pass on information regarding SEN pupils.*
- ❖ *Where a pupil may have more specialised needs, a separate meeting is arranged with our SENCO, the secondary school SENCO, the parents/carers and where appropriate, the pupil.*

- 11. How are the school's resources allocated and matched to children's special educational needs?**
- ❖ *The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant 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.*
 - ❖ *If any concerns are raised by the SEN teacher on completion of the assessments she uses Further support or resources may be allocated to your child.*
 - ❖ *Individual Pupil Premium payments are used to support that pupil's learning.*
 - ❖ *In the case where a pupil needs a great deal of extra support, the school can apply to Medway Council for additional top up funding.*
- 12. How is the decision made about how much support my child will receive?**
- ❖ *When the children join the school support is allocated on the information provided by the feeder school. Usually, in consultation with their year group, the Year Group Leader will allocate teaching partners individuals or small groups to support in class or in other focus groups tailored to the pupils needs.*
 - ❖ *During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.*
 - ❖ *Parents/carers will be able to see the support their child is receiving on a target/provision plan which will be sent home three times a year.*
- 13. How will I be involved in discussions about and planning for my child's education?**
- All parents are encouraged to contribute to their child's education.
This may be through:
- ❖ discussions with the class teacher
 - ❖ during parents evenings
 - ❖ through CAF meetings
 - ❖ through Child Centred Reviews (previously known as Annual Reviews)
 - ❖ during discussions with our SEN Team or other professionals
 - ❖ parents are encouraged to comment on their child's provision or raise other areas of concern with possible suggestions that may help to support their child e.g. things that work really well at home to support the child's learning or emotional needs that the school could try.
- Pupils are also encouraged to contribute to their education.*
This may be through:
- ❖ setting targets & reviewing their achievements
 - ❖ Pupil Centred Reviews
 - ❖ discussions with the Head teacher or the SEN Team
- 14. Who can I contact for further information?**
- If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:
by telephone on 01634 843833 or e mail*
- ❖ *Mrs Parnell - Head teacher (kparnell@balfourjuniors.org.uk)*
 - ❖ *Ms Dennis – Assistant Head/SENCo (pdennis@balfourjuniors.org.uk)*
 - ❖ *Mrs Denny - FLO (rdenny@balfourjuniors.org.uk)*
 - ❖ *Your child's class teacher*
 - ❖ *Mr Wayne Peet- Chairman of the school's Governing Body.*

FAQ:

How were parents/carers, young people and Governors involved in the development of the school's Local Offer?

A cross section of parents/carers and pupils were shown a draft copy of the school's Local Offer. They were invited to give feedback to the SENCo to assist in developing the final version.

Governors were shown the final draft version and were given the opportunity to suggest any necessary amendments.

How will parents/carers, young people and Governors be involved in the reviewing the school's Local Offer?

Governors will be given a copy of the school's Local Offer to review each year.

Parents are invited to give feedback to the SENCo to enable a review and update of the school's Local Offer.

How often will the school review their Local Offer?

The Local Offer will be reviewed at the end of Term 3 and Term 6. Where possible if deemed necessary amendments will be made throughout the year.

The date at the bottom of the SEN Information Report will indicate when it was last reviewed.

I hope these have answered any queries you may have.

If you have any further questions or suggestions of additional information you think could be added to this website please do not hesitate to contact The SENCo.

SEN Information Report: Reviewed & Updated September 2018