

SEN Information Report

Balfour Junior Academy



Approved by governors

Date: 24/11/20

Last reviewed on: September 2020

Next review due by: September 2021

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 first 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)

Ms Maya Casal (SEN teacher)

Mrs Becky Denny (Family Liaison Officer - FLO)

Mr Lawrence Tutt – (Emotional Literacy Support Assistant – ELSA)

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.

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

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on Key Stage One, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Read Write Inc and Freshstart
- Clever Fingers/Fizzy (Fine Motor Development)
- BEAM
- Sensory Circuits
- 123 Maths
- Plus One and Power of 2
- Rapid Reading
- Sulp
- Socially Speaking
- Anger Gremlins
- SNIP
- Sound Linkage
- Alpha to Omega

FAQ's

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 assessment 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 may 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 class provision map; this is a record of the interventions, timings and impact of the intervention.
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 Senior Leadership team and SENCo 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 to monitor Safeguarding and Child protection procedures. They are 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 available 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.*

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, SEN teacher or ELSA may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed.*
- ❖ *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 pastoral support for pupils who are encountering emotional difficulties. These include:

- ❖ *Members of staff such as the class teacher, teaching partners, SENCo, ELSA 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 one of our teaching partners. 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.*

6. What happens if my child has a 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.*

7 What specialist services and expertise are 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*
- *CAMHS (Child & Adolescent Mental Health Service)*
- *MYPWS (Medway Young People's Wellbeing Service)*
- *AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)*
- *PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment*
- *SSG (School Support Group for inclusions)*
- *SALT (Speech & Language Therapy)*

- *Social Services*
- *Children's Therapy Team (Occupational Therapy)*
- *MCH (Medway Children's Health)*
- *School Nurse*
- *Marlborough Outreach Team (Autism)*
- *Bradfields Outreach Team (ADHD/Behaviour)*
- *Early Help*

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.

8 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 behavioural issues.*
- ❖ *How to help pupils develop resilience.*

9 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.*

10 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.*

11. 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 ELSA 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.*

12. 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 the needs of the school and/or an individual's needs.*
- ❖ *The additional provision may be allocated after discussion with the class teacher at raising attainment meetings or if a concern has been raised by them at another time during the year.*
- ❖ *In the case where a pupil needs a great deal of extra support, Medway, our Local Educational Authority, is responsible for making effective arrangements for SEND by ensuring that the needs of children and young people with SEND are identified and assessed quickly, and matched by appropriate provision by allocating additional finances as a 'top-up' to the allocated SEND school's budget*

13. 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 to support individuals or small groups 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 provision plan which will be sent home three times a year.*

14. 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 PCARs (Person Centred 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

15. 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 Zoe Mayston- Head teacher (zmayston1@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 G Perfect - Chairperson of the school's Governing Body.*

Medway Local Offer

The Medway Local Offer is published on <https://www.medway.gov.uk/localoffer>

The website brings together all of the information on services that support children and young people with SEND in Medway. It is a one-stop shop for everything parents/carers need to know and every service that can be accessed in the local area, including:

- Health, such as doctors, nurses and therapists
- Medway's Education Services - support for children with special educational needs and disabilities (SEND)
- Medway's Social Care and support and
- Education - such as nurseries, pre-schools, primary schools, secondary schools, special schools plus local colleges and a variety of support services It covers all of the support groups in the voluntary sector, as well as leisure activities and short breaks. It also includes information for young adults up to the age of 25 years.

Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Disability and Discrimination
- Equality Policy
- Supporting pupils with medical conditions
- Safeguarding Policy
- SEN Policy
- Teaching and Learning Policy