

# Brookland Junior School

*'Be Kind, Be Respectful, Be the Best you can be'*

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## Special Educational Needs & Disabilities (SEND) Information Report 2022-2023



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<b>Written by:</b> Courtney Clark	
<b>Next review due by:</b> November 2023	

All Hertfordshire Local Authority maintained schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disability (SEND) being met wherever possible through reasonable adjustments to learning and teaching arrangements.

Government Legislation requires schools to publish a report called the SEND Information Report. This report provides you with information regarding the provision that Brookland Junior School makes to meet the needs of SEND children. This has been written taking into account Regulation 51, schedule 1 of the SEND Regulations 2014.

There are four main areas of Special Educational Needs in line with the new Code of Practice 0-25 (2014):

- Cognition and Learning
- Communication and Interaction
- Physical and Sensory
- Social, emotional and mental health

The school follows the New Code of Practice – assess, plan, do and review process to ensure the correct amount of support is in place for the pupil.

**This report is based on key questions asked by parents of children with SEND in Hertfordshire and complies with the SEN Code of Practice 2014.**

## **1. How does the school know if children need extra help?**

At Brookland Junior School, on-going planning, observation and assessment takes place in the classroom, and the progress of each child is tracked regularly. If a child's progress or development is a concern, the provision for this child is adjusted according to their specific needs. This may entail:

- Work set to suit the ability and challenge next steps
- Providing reinforcement of previous learning
- Allowing further opportunities to develop basic concepts and new vocabulary
- Providing additional small group work, or in some occasions individual support
- Meetings/discussions with the previous school
- Meeting with parent to discuss concerns and get their views

If your child is further identified as needing additional support, the class teacher will meet with the Special Educational Needs and Disabilities Coordinator (SENDCo) to discuss the next steps. These may include:

- Planning any additional support your child may need
- Strategies to enable independence and progression
- Considering making referrals to outside professionals, if necessary e.g. Educational Psychologist, Speech and Language Therapist

Throughout this time we also wish to discuss concerns with parents so that we can work in partnership to provide the best possible support. These meetings will mainly occur outside of parents evening meetings as they usually require a longer conversation. We encourage parents to

make contact with the school if they have concerns about their child. In the first instance, contact should be made with the class teacher to discuss concerns.

## **2. How will I know how my child is doing?**

We support and involve parents in their child's learning both formally and informally. This includes:

- Parent Consultation meetings
- Annual Reports
- Regular meetings through Families First Assessment plan if in place
- Annual Review of progress for children with an EHC Plan (Education Health Care Plan)
- Arranged meetings with Class Teacher, SENDCo and/or external professionals, to discuss your child's progress and identify next steps together. If your child is on the special educational needs register then a personal profile and support plan will be discussed.
- Standard Assessment Tests (SATs) at the end of Key Stage 2
- School events e.g. Class assemblies, open evening, sports day
- Open door policy which provides you with the opportunity for discussions with your child's teacher
- Through supporting your child with weekly homework and regular reading you will gain a good understanding of the progress they are making

Additional appointments can be made with your child's class teacher or the SENDCo by contacting the school office on 01992 624487 or [senco@brooklandjm.herts.sch.uk](mailto:senco@brooklandjm.herts.sch.uk)

## **3. What should I do if I think my child may have special educational needs?**

If you have concerns regarding your child's progress or additional needs, you should speak to your child's class teacher initially. During this meeting there will be a discussion to ascertain what has been tried, what has been successful and next steps to be taken. If you continue to be concerned, you may arrange to speak to the SENDCo.

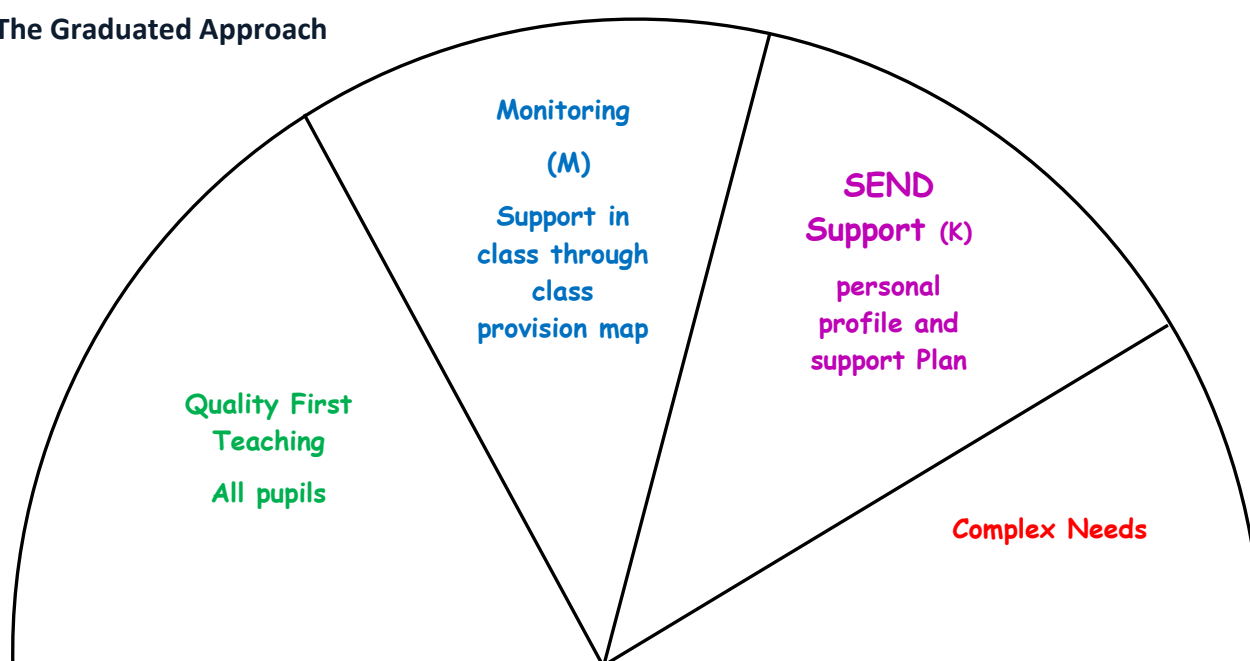
The Headteacher or SEND Governor can also be contacted for support (although the latter should only be considered as a last resort).

Opportunities are provided twice a year at Parent Consultations to discuss your child's progress, however the school operates an open door policy where you are welcome to speak to your child's class teacher at any time during the academic year. Please arrange a mutually convenient time. Strengths and what has been put in place so far will be explored first with further support if necessary.

#### 4. How will school staff support my child and how will the learning and development provision be matched to my child's needs?

At Brookland Junior School we aim to ensure that all children, regardless of their specific needs, make the best possible progress in school. This includes the rightful access to classroom based studies and physical activities. In order to meet the needs of all pupils the allocation of provision follows a graduated approach. A child may move between the levels of support, depending on their individual need.

##### The Graduated Approach



##### Quality First Teaching

The class teacher provides high quality education on a daily basis for all children which includes adapting and differentiating the curriculum to meet the needs of all pupils. This may involve using practical equipment, writing frames and additional in-class support by the teacher or teaching assistants in class. Some pupils may require more personalised adaptations through individualised visual timetables or equipment to support concentration.

##### Monitoring

For some children, if their needs relate to a more specific area of learning then an intervention will be put in place to further support the child's learning and their progress will be closely monitored by the class teacher and SENDCo. The intervention may take place as small group work or on an individual basis, led by a teacher or a teaching assistant (TA). The length of time the intervention is run for, varies according to need but will be monitored regularly. Interventions will be reviewed regularly through pupil progress meetings to establish the effectiveness of the provision and to inform future planning.

### **SEND Support**

If a pupil has greater needs this may result in them being identified as requiring SEND support (K). In partnership with the parents/carers, individual targets will be identified and additional support will be put in place to help towards achieving the targets set. For some children, the school would seek, with your permission, to refer for specialist involvement from external agencies such as the Educational Psychology Service. These specialists can help to advise on effective support, interventions, specialist equipment and strategies to enable your child to make adequate progress. There will also be a 'Personal Profile' for your child that outlines your child's learning style preferences and how they can best be supported by the adults in the school. They may also receive a 'Support Plan' with personal targets.

### **Complex Needs**

If a pupil's needs are more complex a formal assessment for an Education, Health and Care (EHC) Plan may be undertaken. This is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention. Your child will also have been identified by professionals as needing a particularly high level of individual or small-group teaching. This is a legal process which may result in an individualised EHC Plan being created which will outline the support your child will receive and what strategies will be put in place. This will then be reviewed annually.

## **5. What training have the staff, supporting children with SEND had or are having?**

All staff have access to on-going training to support their own professional development. The school provides training and support to improve the teaching and learning of children, including those with SEND. All teaching and support staff have regular training on areas of SEND, such as speech and language difficulties, specific learning difficulties and supporting pupils with social and emotional needs.

Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children they are working with. The SENDCo is a qualified teacher and attends regular SEND cluster meetings to ensure she is up to date with changes in SEND.

## **6. How are the school's resources allocated and matched to children's special educational needs?**

- The annual school budget, received from Hertfordshire LA, includes money for supporting children with SEND.
- The Headteacher decides on the budget for SEND, in consultation with school governors on the basis of needs in the school. The money is then used to provide additional support or resources dependent on individual needs.
- Additional support and allocation of resources are reviewed regularly. Changes may be made so that the needs of children are met and resources are deployed as effectively as possible.
- Exceptional Needs Funding may be applied for in order to support the needs of individual pupils and specific groups of children. A panel from the Local Authority decides whether or not the case is exceptional.
- Higher Needs Funding formula (HNF) levels pupils with an Education Health and Care Plan and provides funding based on calculations. The level descriptors were last updated in June 2022.

## **7. How is the decision made about how much support my child will receive?**

When deciding how much support a child receives, the needs of the individual pupil are assessed and the parents/carers, teaching and support staff, and relevant external agencies views are taken into consideration. The level of support is then allocated following this and will be constantly reviewed in order to identify when and where changes in support may be needed.

## **8. What support will there be for my child's overall wellbeing?**

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative.

Part of our ethos is to promote the idea that all members of the school's community support each other. All staff aim to support the well-being and development of children through curriculum activities and there are regular opportunities to develop this further through assemblies and school events. Across each year group there are teaching assistants and some classes have a Learning

Support Assistant. This gives the children a number of adults to turn to. Key staff are trained in Paediatric First Aid and the whole staff are trained in basic first aid.

For those children who find aspects of this difficult, further support can be put in place. Class teachers provide pastoral support for all children in their class, alongside the class teaching assistant. Some members of staff have been trained to deliver Emotional Literacy, Socially Speaking, Direct Social Skills Programme, Protective Behaviours, Time to Talk Club and problem solving sessions. These sessions are either one-to-one or in small groups. They help pupils to understand their emotions and feelings and encourage problem solving related to daily life situations.

Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as a school counsellor, Child and Adolescent Mental Health Services (CAMHS) or the school nurse. The key point to note is that the school wishes to work in partnership with both the pupil and the parent/carer.

## **9. What specialist services and expertise are available at or accessed by the school?**

Brookland Junior School seek to support pupils by accessing a variety of external agencies. If required, these include:

### Local Authority Provision

- Educational Psychology Service
- Hearing Impaired Advisory Service
- Communications Disorders Team
- Involvement of Advisory Teachers for Sensory and Physical Impairments
- Outreach services for behaviour and specific learning difficulties.
- Outreach from special provision schools
- Behaviour and Attendance Team
- Cheshunt Extended Services (CHEXS)
- Education Support Centre
- Integration Team
- Schools' Counselling Service
- DSPL 4 funded support

### Health Provision

- Speech and Language Therapy (SALT)
- Child and Mental Health Service CAMHS
- School Nursing Team
- Occupational Health
- Physiotherapy
- Play Therapy

## **10. How will you help me to support my child's learning?**

- Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need.
- You are encouraged to read with your child on a daily basis and support them with their homework.
- You will meet with your child's class teacher 3 times a year to discuss what has gone well, what needs improving and the provision that is in place.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have. You may also be able to discuss what is working well at home and school, so that similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns you may have.
- The child's reading record may be used to support communication with you if it would be useful for you and your child.

## **11. How will my child and I be involved in discussions about and planning for my child's education?**

When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account. We feel it is vital to have parents/carers at all formal meetings arranged so discussions about their child's learning and next steps can take place. Discussions may take place through:

- Informal meetings and discussions between staff, you and your child
- When your child enters year 3 you will be asked to complete a pupil passport with your child. This will be used to aid transition.
- Formal meetings arranged between staff, you and your child
- Parent Consultation meetings
- Review meetings, which include external professionals where appropriate
- Pupil and parent questionnaires
- Learning conferences with pupils
- Discussions and planning for Individual Support Plan

The CHEXS Parent Partnership worker for this area is:

The Parent Support worker is: Andrea (CHEXS)



## **12. How will my child be included in activities outside the classroom, including school trips?**

All children at Brookland Junior School have the opportunity to be included in all activities. Some children may require support to undertake a particular activity, but this is carefully planned for, with appropriate provision and reasonable adjustments made where necessary. Some pupils may find physical activity a challenge, so the school will adapt resources and the environment to facilitate full participation.

A range of after school clubs are made available to all children. School trips are planned to ensure that all children remain safe and are included in activities. Where necessary, those children requiring specific support on external trips are supported by familiar staff members or in some instances parents/carers may be asked to accompany their child.

Please read the school's Equalities Policy and Action plan in connection with this policy. This can be found on the school website.

## **13. How accessible is the school environment?**

All Hertfordshire schools comply with the Equality Act 2010. We have accessible doors and pathways throughout the school. Our classrooms and corridors are spacious. In some of the classrooms we have a sound field system. The school is on one level and wherever possible the environment is adapted to meet the needs of all the school's visitors. The school also has three accessible toilet facilities.

## **14. How will the school prepare and support my child in starting school and moving on?**

We recognise that transitions can be difficult for a child with SEND. Strong links exist between our school and local secondary schools as well as our Infant School and we take steps to ensure that any transition is as smooth as possible.

**If your child is joining us from another school:**

- The SENDCo will speak to the previous school's SENDCo
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.
- The SENDCo arranges an annual meeting between our support staff and that of Brookland Infants to discuss the needs of the pupils joining from year 2.

### **If your child is moving to another school:**

- We will contact the school SENDCo and ensure they know about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- Transition books can be made to support the move.

## **15. How can I find information about the local authority's Local Offer of services and provision for children with SEND?**

Hertfordshire will produce a Local Offer. Information about this and other services that are available can be found on:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

The school's offer can be found on the school website.

## **16. Who do I contact for further information?**

- SENDCo – Miss C Clark [senco@brooklandjm.herts.sch.uk](mailto:senco@brooklandjm.herts.sch.uk)
- Headteachers – Mrs M Barton
- SEND Governor – Mrs L. Drenzo

School contact telephone number: 01992 624487

## **17. Who do I contact if I wish to make a complaint?**

Please read the Complaints Policy on the school website and follow the procedure.

This offer will be updated annually.

# Glossary

## Page 1

**SEND – Special Educational Needs and Disability** – pupils who despite intervention do not make expected progress or need more than reasonable adjustments to learning and teaching arrangements

**CAF – Common Assessment Framework-**

**SENDCo – Special Educational Needs & Disabilities Co-ordinator** – supports pupils, parents and staff in maximising progress and overall well being of pupils. Liaises with external support agencies.

**EHC plan – Education Health and Care Plan** – replaces previous statement of Special Educational Needs. These are for only a small number of pupils with complex needs.

## Page 2

**Code of Practice-** National document written by the Department for Education outlining the support that should be offered to individuals.

## Page 3

**Intervention** – a short term piece of work to meet the needs of pupils and accelerate learning.

## Page 4

**SEND cluster meetings-** local Special Educational Needs Co-ordinators meet to discuss provision in the area.

## Page 5

**Emotional Literacy** – a small group intervention supporting pupils with development of emotional literacy skills and specifically the development of an emotional vocabulary for example: happiness, empathy, tolerance, resilience and motivation.

**Child and Adolescent Mental Health Services (CAMHS)** – part of the health service. Supports pupils with specific health issues. Referrals made through GP or school nurse.

**Socially Speaking Group** – small group to support pupils with social and communication needs.

## Page 6

**Learning conferences** – pupils meet termly with their class teacher to discuss targets, what has gone well and future targets.