

## Emmbrook Junior School

### Special Educational Needs (SEN) / Inclusion Information Report

#### 1. Emmbrook Junior School Inclusion Profile

Category	Number and Percentage
Total SEN	35 15%
SEN Support	26 11%
Statements/Education and Health Care Plans (EHCP)	9 4%
Cognition and Learning	19 54%
Communication and Interaction	8 23%
Social Emotional Mental Health Difficulties	3 9%
Sensory and / or physical needs	5 14%
Most able	9 8%
EAL (English as an Additional Language)	23 10%
Pupil Premium	26 11%
Represented on School Council	2 12.5%
Represented as House Captain / Vice Captain	2 25%

In the majority of areas, children with SEN exceed national expectation in terms of attainment. In general, this has been a rising trend over the last two years.

From the data, our previous year 6 school action children made expected progress or exceeded progress in Maths, Reading and Writing. In the majority of areas, we need to close the gap with our SEN children and their peers.

To do this, we have put in the following measures:

- Half termly pupil progress meetings
- A rigorous identification process to highlight children who are not making expected progress: Class action – SEN Support – EHCP
- Staff training on new Code of Practice
- A School Improvement Plan Target to increase the percentage of quality first teaching in the school including differentiating for lower attainers
- Working with AFA coach to hold structured conversations with parents to decide on outcomes
- A programme of interventions, run by trained Teaching Assistants (TAs), to focus on specific areas for particular child. Please see Appendix 1 for analysis of the Autumn term interventions.

## **2. Identification of Special Educational Needs and Disabilities (SEND)**

The school identifies SEND in the following ways:

- On-going teacher observations, assessments, experience
- Termly Pupil Progress Meetings
- Outside agency reports
- Talk to parents and use their knowledge
- Experiences shared from previous schools and settings
- Children are identified with a hearing loss at an early age through neonatal screening
- Children will have received a statement of special educational needs from the Local Authority
- Children are referred to the Hearing Resource by the Sensory Consortium Service

### ***What should I do if I think my child has SEND?***

- Contact class teacher initially regarding concerns if in school
- Meet with Inclusion Manager and Head

## **3. Support for children with special educational needs**

### ***If my child is identified as having SEND, who will oversee and plan their education programme?***

The class teacher and Inclusion Manager will devise a yearly provision plan in consultation with parents/carers.

If the child is in the Hearing Resource, it will be the Teacher of the Hearing-Impaired in consultation with class teacher, Speech and Language Therapist (SALT) and Inclusion Manager.

### ***How will I be informed / consulted about the ways in which my child is being supported?***

- Parents evenings
- Annual reports
- Annual reviews if child has a statement of educational need
- Termly meetings with parents of children on the SEN register to review their progress

- Meetings as needed with class teacher and/or Inclusion Manager
- Children with a statement have an Individual Education Plan (IEP) and meetings are held termly to discuss and review progress
- Informal meetings with parents as required

***How will the school balance my child's need for support with developing their independence?***

Support will be differentiated according to the child's needs using a range of strategies which may include:

- Individual Education Plan (IEP)
- Visual timetables
- Planners
- Group support plans
- Small group inputs or support to recap key learning points
- Visual support in class
- Sensitive TA support
- Self-help strategies

***How will the school match / differentiate the curriculum for my child's needs?***

The curriculum will be differentiated based on each individual child's need, taking in to account teacher assessments, advice from outside agencies, the need for small group or 1:1 teaching or specific interventions.

Language is simplified/rephrased by the TA in the class.

***What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?***

Each child's needs are looked at individually to determine the best strategies for them. Strategies may include:

- Differentiated activities
- Visual support including pictures, writing frames or word banks
- Visual timetables
- Social stories
- Safe place

- Then and now cards
- Reward systems
- ICT support
- Help walls
- Small steps with specific achievable objectives
- Multi-sensory approach to activities

Each year provision is mapped and resources are allocated.

Each hearing-impaired child's needs are looked at individually to determine the best strategies for them. These include:

- Differentiated activities
- Visual support including pictures, writing frames or word banks
- Signed support where necessary
- Visual timetables
- Reward systems
- ICT support
- Help walls
- Small steps with specific achievable objectives
- Kinaesthetic approach to activities

***What additional staffing does the school provide from its own budget for children with SEND?***

Within the constraints of the budget, the school provides:

- Nurture assistant
- Teaching assistants in each year group
- Additional teachers/teaching assistants to support specific interventions
- Teaching assistants trained to support specific strategies/programmes. (Speech and Language)
- Two full-time on-site Teachers of the Hearing-Impaired
- Educational Audiologist

***What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?***

<b>Intervention</b>	<b>Number of children</b>
Project X Reading (reading)	One to one
Catch Up Literacy (reading)	One to one
Rapid Writing (writing)	Small group
Catch Up Numeracy (maths)	One to one
Precision Monitoring (spelling)	One to one
Partnership for Literacy (reading, spelling and memory)	One to one
Occupational Therapy Club	Small group
Nurture work	One to one or small group depending on need

In Appendix 1 the outcomes from Autumn term 2014 interventions are outlined

***What resources and equipment does the school provide for children with SEND?***

This will vary for each child but we will endeavour to provide resources as each child with SEND requires. Any resources and equipment that a child needs will be considered based on recommendations made by specialist services.

- Radio aids
- Classroom and hall soundfield systems
- Signing resources
- Speech and language development resources
- Listening programmes
- Reading books
- Visual support materials
- Writing slants
- Work stations
- Laptops

***What special arrangements can be made for my child when taking examinations?***

- Additional time
- Scribes
- Readers
- Adapted papers
- Quiet areas
- 25% additional time
- Live speech mental maths tests

**4. My child's progress**

***How will the school monitor my child's progress and how will I be involved in this?***

- On-going Teacher Assessments
- Pupil progress meetings
- Standardised tests that give standardised scores and comparative ages
- IEP Meetings and parents evenings – a chance to give input from home experiences
- Aspects of progress will be discussed with parents where appropriate
- On-going language assessments
- Annual review meetings

***When my child's progress is being reviewed, how will new targets be set and how will I be involved?***

- See above
- IEPs are regularly reviewed and updated based feedback from school staff, as well as advice from outside agencies and parents
- Parents will be invited to review their child's IEP
- IEPs are set and reviewed termly and updated based on everyday observations from school staff, as well as taking advice from Teacher of the Hearing-Impaired and SALT
- Termly meetings are held with parents to report on progress and set new targets

***In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?***

- IEP meetings for children where appropriate.
- Annual reviews if the child has a statement of education need
- Teachers are happy to arrange meetings to discuss issues through our usual open door policy
- Teachers of the Hearing-Impaired are happy to arrange meetings to discuss issues

***What arrangements does the school have for regular home to school contact?***

- Teachers are always happy to arrange a meeting to discuss issues regarding a child.
- If it is felt to be useful, home school link books can be used
- Email/phone contact

***How can I help support my child's learning?***

The following support you can offer your child has significant impact on their progress:

- Listen to them read every day
- Read stories to your child
- Play games e.g. board games
- Visit places of interest as this will aid topic knowledge
- Support home learning activities
- Ensure punctual, regular attendance as often missing interventions can have a negative impact on progress
- Recommendations are given by Teachers of the Hearing-Impaired and SALT

***Does the school offer any help for parents/carers to enable them to support their child's learning, e.g. training or learning events?***

- The school runs regular curriculum evenings throughout the year for specific subjects where ways to support your child are demonstrated
- Transition sessions
- Parenting courses are also offered during each academic year
- Parent Support Advisors are available for advice
- School is able to signpost support from a range of other agencies
- Support for parents of hearing-impaired children is upon request

***How will my child's views be sought about the help they are getting and the progress they are making?***

- Termly conference meeting between child and teacher.
- Peer and self-assessment opportunities
- Target booklets
- If they have a statement of special educational need, their views will be sought as part of the annual review process

***How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?***

- Monitoring progress via Teacher Assessments, standardised scores
- Outside agencies review objectives set and progress made towards these
- Impact of interventions
- Discussion with children as appropriate and parents.
- Children are aware of own learning targets and next steps
- Parent questionnaires at the end of each key stage
- Regular meetings with school Head Teacher and Local Authority

## **5. Support for my child's overall well being**

***What support is available to promote the emotional and social development of children with SEND?***

- Specific interventions e.g. Circle of Friends, Ambassadors, 1:1 time, Social stories
- Nurture assistants
- Teaching assistants
- Targeted 1:1/small group sessions with Teacher of the Hearing-Impaired

***What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?***

- Behaviour/Pastoral Support Plans
- Quiet areas inside and out can be set up
- Safe room
- Clear guidelines of choice

- CAF/TAF
- Behaviour Support Plans
- Reward charts/stickers

***What medical support is available in the school for children with SEND?***

- First Aid
- Staff will take on any training as needed to support medical needs of any child

***How does the school manage the administration of medicines?***

- Specifically trained adults according to individual needs of children
- First aiders
- Medicine policy

***How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc?***

- Disabled toilet / wet room
- 1:2 support with personal care or during snack and meal times if required

## **6. Specialist services available / accessed by the school**

***What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?***

We use all of the above support services for specific children plus:

- Family support workers
- CAMHS doctor
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Vulnerable Children's Education
- CAFCAS Officer
- Two on-site Teachers of the Hearing-Impaired
- Speech and Language Therapist (with specialism in hearing-impairment)

- Audiologists from Royal Berkshire Hospital/Ewing Foundation
- Cochlear Implant Centre teams
- Educational Psychologist

***What should I do if I think my child needs support from one of these services?***

Speak to the Inclusion Manager who will advise next steps and make referrals as necessary

***How are speech and language therapy, occupational therapy and physiotherapy services provided?***

- In school staff follow programmes provided by these services
- Specialists come in to support from time to time depending on each child's needs
- The specialist Hearing Impaired Speech and Language Therapist provides 1:1 support according to need

***What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?***

Single point entry referral can be made via the Inclusion Manager. This can sometimes be done through your GP as well.

***What arrangements does the school have for liaison with Children's Social Care services?***

School has access to children's social care services if required.

## **7. Training of school staff in SEND**

***What SEND training is provided for teachers in your school?***

- Regular SEN staff meetings
- A time to discuss children with SEND is allocated to Senior Team meeting agenda
- Training is provided dependent on current needs
- Inclusion Manager / Head attend regular of training and cascade to staff
- Teaching Assistants attend training as necessary
- Deaf awareness training given to new staff
- Training by outside agencies e.g. Cochlear Implant centre

***What SEND training is provided for teaching assistants and other staff in your school?***

Teaching Assistants are given opportunities to attend courses and training to further develop their knowledge and understanding of areas of SEN. Recent courses attended include:

- Nurture Assistant
- Early Bird plus
- Dyslexic, Speech and Language Support
- Occupational Therapy Support
- Attachment Disorder training

Two TAs have been trained in the Catch Up programme

Three TAs have been trained in the Partnership for Literacy programme

One TA is trained in EarlyBird+

Two TAs have BSL Level 1 or 2

Teaching Assistants are given opportunities to attend courses and training to further develop their knowledge and understanding of Hearing-Impairment

Courses attended include:

- Speech and Language courses (at Wokingham Hospital)
- Online Hearing Impairment training

TAs have attended Cochlear implant technical update training

Two qualified Teachers of the Hearing-Impaired

Teachers of the hearing-Impaired have BSL level 1/2

***Do teachers have any specific qualifications in SEND?***

Inclusion Manager has National Award for Special Educational Needs Coordination

Staff have much experience in dealing with a range of SEND pupils

## **8. Activities outside the classroom including school trips**

***How do you ensure children with SEND can be included in out of school activities and trips?***

- All children are included in out of school activities and trips in discussions with parents and risk assessments are undertaken in line with the Local Authority guidelines. Parents may be invited to accompany their child if necessary or 1:1 support may be provided depending on the level of need
- Staff may undertake a preparatory visit to ensure the risk assessment is appropriate
- Staff ensure that the venue is fully informed of any additional support that may be required

- All hearing-impaired children are included in out of school activities and trips in discussions with parents and risk assessments are undertaken in line with the Local Authority guidelines. Parents may accompany their child if necessary or 1:1 support may be provided depending on the level of need

***How do you involve parents / carers in planning the support required for their child to access activities and trips?***

- Through discussions with parents and school staff. Advice is also taken from the place to be visited in terms of their facilities and accessibility
- Advice is taken from the Teacher of the Hearing-Impaired

## **9. Accessibility of the school environment**

***How accessible is the building for children with mobility difficulties / wheelchair users?***

School has relevant access throughout.

***Have adaptations / improvements been made to the auditory and visual environment?***

- Take advice from outside agencies regarding adaptations in teaching areas for each child as needed
- The school has been acoustically treated with lowered ceilings, acoustic tiles, carpets and blinds/curtains throughout
- Soundfield systems have been fitted in every classroom and there is a PA system in the hall
- The school has a quiet acoustically treated withdrawal room for 1:1 or small group sessions

***Are there accessible changing and toilet facilities?***

Yes – toilet is fully accessible

***How do you ensure that all the school's facilities can be accessed by children with SEND?***

Reasonable adjustments are made to ensure that the school is accessible to all children

***How does the school communicate with parents / carers who have a disability?***

Parents/carers needs are accommodated as much as possible and on an individual basis

***How does the school communicate with parents / carers whose first language is not English?***

- We encourage parents to bring an advocate (trusted representative) who is able to offer translation services
- We can access support from the local authority EAL team to translate letters etc

## **10. Preparing my child to join a new school / next stage of education**

***What preparation will there be for both the school and my child before he or she joins the school?***

- Meetings with school staff including Inclusion Manager
- Liaison with current infant school or setting and visits to meet the child in that familiar setting
- Planned transition includes visits into school for the family
- Photos
- Booklets with team information
- Meetings with the family and specialist services involved with them
- Inclusion Manager to attend TAFs, annual reviews etc if appropriate
- Employ a buddy system so that parents can meet with other parents whose child has similar needs
- Meetings with the Teacher of the Hearing-Impaired
- Liaison with current infant school or setting and visits to meet the child in that familiar setting
- Planned transition visits
- TA to accompany child to new setting on visits
- Transition book of photos
- Meetings with the family and specialist services involved with them
- Inclusion Manager/Teacher of the Hearing-Impaired to attend annual reviews

***How will my child be prepared to move on to the next stage within school, e.g. class or key stage?***

- Additional transition visits (for both parents and child. e.g. going for story time)
- Photos of key adults and places in the new setting
- Parents introduced to teachers / TAs as appropriate
- Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details
- Additional transition visits as needed

***How will my child be prepared to move on to his or her next school?***

- As above
- Extra visits are held at the Senior School for vulnerable pupils
- 'Mind the Gap' local Church group holds sessions with year 6 pupils in the final term

***How will you support a new school to prepare for my child?***

- Meet and discuss individual needs in year 5 if the child has a statement of educational need
- Suggest new school come to visit child in current setting
- Share good practice and strategies with new school staff
- Teaching Assistant may accompany the child on visits to new school
- Vulnerable child transition programme is offered by some schools
- Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details
- Curriculum for PSHE reflects the transition in Year 2 and Year 6
- Share good practise and strategies with new school staff

***What information will be provided to my child's new school?***

In discussion with parents, school will share records of interventions, impact, assessments (including teacher assessments, statutory assessments and other standardised tests carried out), diagnosis and strategies that have been developed and been successful

**10. Who can I contact to discuss my child?**

***Who would be my first point of contact if I want to discuss something about my child or if I am worried?***

- Class teacher
- Inclusion Manager
- Head
- Teacher of the Hearing-Impaired

***Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)***

- Allocated members of staff give specific support to parents if required

- School can contact the Family and Parenting Support team or Vulnerable Children's Education team should home schooling be needed at any time
- Reading Deaf Children's Society
- NDCS
- Me2 Club
- Sensory Consortium Service
- Relevant websites

***What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?***

School tries to keep up to date contacts for agencies such as Reach and is always happy to help parents/carers find support groups as needed

***What arrangements does the school have for feedback from parents, including compliments and complaints?***

- Parents are encouraged to speak to the class teacher in the first instance as issues arise
- Feedback via annual parent questionnaire
- Follow complaints procedure as outlined in complaints policy

## Appendix 1

Autumn Term 2014 Intervention Analysis				
Intervention programme	Number of children involved	1 sub level progress made	Half a sub level progress made	Progress not yet achieved
Catch Up Numeracy	7	1	2	4
RM Easimaths	14	6	3	5
Rapid Writing	16	9	4	3
Project X	21	12	4	5
Catch Up Literacy: Writing	14	6	5	3
Catch Up Literacy: Reading	13	3	5	5
Partnership for Literacy: Writing	5	2	2	1
Partnership for Literacy: Reading	4	2	0	2