



Field Court Junior Academy SEND Information Report

To reflect the changes outlined in the new SEN Code of Practice which came into force in September 2014, Local Authorities and all schools, including Academies and Free schools, are required to publish and keep under review, information available to parents about services and provision available for those children and young people with Special Educational Needs.

The intention of the Local Offer is to provide parents with choice, transparency and highlight what is available for children and young people with SEND from the ages 0 – 25.

The SEN information report that follows details the provision currently available at our school for children with SEND. It may also be referred to as the 'Local Offer'.

The Gloucestershire Local Offer can be accessed at:

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>

The Field Court Junior Academy 'Local Offer' pamphlet can be accessed on our website at:

<http://www.fieldcourt-jun.gloucs.sch.uk/>

How does our school identify children that have special educational needs (SEN)?

We at Field Court Junior Academy believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream school

Some children will enter our school with some form of diagnosis or SEN provision already in place. In these cases, staff will have liaised with parents, previous settings or professional agencies, to ensure a smooth transition into the new educational setting, together with the support required.

For all pupils, learning progress will be constantly monitored through a variety of assessment opportunities to ensure age expected levels are being achieved. For pupils whose progress presents as having difficulties within a specific area of learning, the needs of that child will be considered through discussion with the class teacher, Parent and the SENCO (SEN coordinator).

At Field Court Junior Academy, a wide variety of assessment tools are available to monitor progression in all year groups:

- Everyday informal assessment by the class teacher and other adults
- Termly written assessments
- Termly Reading and comprehension ages
- Termly Spelling ages
- Formal formative assessment which is recorded
- Baseline Assessments

Children with SEN may need further individualised assessments in order to secure baselines – particularly if they enter mid-year.

What are the first steps our school will take if SEN is identified?

A clear analysis of a child's needs, pupil progress, attainment, interventions and external support service involvement will be recorded through the school's bi-annual Individual Pupil Review (IPR) meetings. These reviews will:

- identify any learning difficulties highlighted through the ongoing assessment process;
- provide starting points for the development of an appropriate curriculum;
- identify and tailor support/interventions to the needs of the child;
- ensure regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;
- bring together relevant school personnel to discuss and agree together the overall approach;
- focus on the child as an individual, not their SEN label.

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing satisfactorily. The child's teacher, SEN and others involved with the child will consider what else might be done. This review may lead to the pupil requiring help over and above that which is normally available within the particular class or subject. If it is decided to provide a pupil with SEN support, the parents are notified and their views sought on the interventions and support to be put in place

This stage will be referred to as **My Plan**. The **My Plan** is the first stage of a single graduated pathway of support as recommended in the new SEND Code of Practice.

The triggers for intervention through **My Plan** will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities, makes

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not eliminated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Children with English as an Additional Language

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The identification and assessment of SEN children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects. This will establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

What should Parents/Carers do if they think their child has SEN?

If Parents/Carers believe their child may have SEN, they should first approach their child's class teacher to discuss their concerns. The class teacher will then raise the issue with the SENCO who will then arrange an appointment to meet with the parent to discuss concerns in more detail. Depending on the nature of the concern, plans will be put in place to help the child work towards outcomes that have been shared between the class teacher, parent/carer and the child.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The school SENCO, Ms Jo Maybank, can also be contacted directly, by telephone (01452 720066) or by email at senco@fieldcourt-jun.gloucs.sch.uk

If the concern is more of a social or health related concern, the Parent/Carer can also contact the school's Pastoral Support worker, Mrs Liz Frisby by telephone (01452 720066) or by email: lfrisby@fieldcourt-jun.gloucs.sch.uk

The school SEN governor, Mrs Liz Frisby can also be contacted for support

How will our school support and teach children with SEN?

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their assessments. This may include

- differentiated learning resources or specialist equipment;
- group or individual support through specified interventions;
- access to LA support services for one-off advice on strategies or equipment.

The SEN graduated pathway: My Plan and My Plan Plus

Strategies employed to enable the child to progress will be recorded within a **My Plan** (Individual learning plan). The **My Plan** is written by the class teacher in consultation with the SENCO and the parent/carer and will include:

- short-term targets specific to the child
- teaching/support strategies to be used
- provision/resources to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when the plan is reviewed)
- children & parent's views

Where a child continues to make little or no progress, despite well founded support, a decision to request additional support from relevant external services may be taken by the SENCO and other professionals, in consultation with parents, at a review of the child's plan. At **My Plan Plus** external support services are then able to advise teachers on further short term targets, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials and in some cases, provide support, for particular activities.

The triggers for **My Plan Plus** will be that, despite receiving individualised support under **My Plan**, the child continues:

- to make little or no progress in specific areas over the reviewed period;
- continues working at National Curriculum expectations substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skill;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

External professional support and services:

When school seeks the advice of external support services, (such as educational psychologists, speech and language therapists, advisory teachers, school nursing team or occupational therapists), those professionals will look into both the strategies that have already been employed and targets which have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in working with the child directly. At this point the child will progress to the **My Plan Plus** stage of the graduated pathway and together with fresh strategies, different forms of intervention and possible new or additional resources.

The delivery of the targets and interventions recorded in the plan continues to be the responsibility of the class teacher working closely with any teaching assistant or specialist staff involved. The SENCO will support in further assessments, problem solving, the effective implementation of the support in place and liaison between external services, parents and school staff with the child's progress continually being monitored & reviewed at least 2/3 times a year, through a Team Around the Child (TAC) arrangement.

Additional support and intervention programmes:

All children have access to quality classroom teaching with tasks varied to needs and abilities. Intervention programmes are delivered by qualified teachers and experienced teaching assistants and outcomes are regularly reviewed to monitor effectiveness of the additional support. Interventions are timetabled on a needs basis and are directed towards different year groups throughout the year which are constantly revised. A list of interventions can be found in our local offer available on our school website.

Continual professional development opportunities are available for all staff to improve their expertise in the teaching and learning of children, including those with SEN and to ensure a whole school consistent approach to SEN issues

The SEND graduated pathway - Education, Health and Care Plan (EHCP):

If a child with a **My Plan Plus** does not make expected progress, then a decision will be taken in agreement with parents/carers and professionals involved with the child to apply for an **Education, Health and Care Plan (EHCP)**.

Where a request for an **EHCP** is made by Field Court Junior Academy or any other body, to Gloucestershire LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. Our school will provide this evidence through **Person Centred Planning, My Plan and My Plan Plus** records.

Children awarded an **EHCP** will have formal planning outlining their specific needs and the additional level of support and resources they should have access to in order to make their specified outcomes. In addition, the Local Authority also provides identified additional funding to deliver the appropriate provision set out in the **EHCP**.

The child with an **EHCP** will continue to be educated within their mainstream classroom but may occasionally take part in withdrawn small group or 1:1 adult supported interventions appropriate to their needs.

A parent has the right to request a personal budget to support their child's **EHCP** but this must be agreed by the Local Authority. Where a request is in the form of a direct payment to the parent, it must then also be agreed by the Head Teacher.

Information related to SEN funding can be accessed via this link:

<http://www.google.co.uk/url?=http://www.gloucestershire.gov.uk/schoolsnet>

Assessing and evaluating provision and progress:

All staff working closely with a child on SEND have a good understanding of the **My Plan, My Plan Plus** and **EHC Plans** through involvement in the compilation of content, targets, supportive strategies and the regular reviews focusing on the child's progress towards achieving the outcomes specified in the **Plans**. Reviews will also be undertaken in partnership with the child, the child's parents, school staff and all external professionals involved with the child.

Intervention evaluations are completed by all staff leading their support groups & information is fed back to the child's class teacher and Senior Management Team. This information will then be shared with parents at Open Evenings, through the My Plan, My Plan Plus & Annual Review meetings, as well as through the end of year annual report

A child's progress is also regularly monitored through the school's tracking system and twice yearly Individual Progress Review (IPR) Meetings.

Where a child is seen to be underachieving with their personal goals, further targeted teaching or intervention opportunities will be discussed and new targets implemented at the My Plan, My Plan Plus reviews to ensure continuing appropriate support

Sharing information about a child on SEN or an EHCP – internal moves and transition stages

Staff liaise informally with their receiving staff member at end of year transition meetings, preparing new targets in preparation for following academic year. Staff are also regularly updated on any new concerns in weekly staff meetings

An EHC Plan will be reviewed and amended in sufficient time prior to a child moving between key phases of education. The review and any amendments will be completed by 15th February in the calendar year of the transfer.

The SENCO of the receiving school will be invited to attend both the Y5 and Y6 annual reviews of pupils with **EHC Plans**, to allow the receiving school to plan appropriate support, targets and interventions in readiness for an effective, supportive & successful transition to KS3. All relevant paperwork is transferred at the end of the Y6 academic year to ensure a complete record of KS2 interventions is available for the receiving school KS3 setting.

The SENCO is also available to liaise with school staff and parents from receiving KS1 schools to ensure a smooth transition at the KS1/KS2 transition, attending any relevant meetings prior to the child entering Y3.

Personal tours of both our school and receiving KS3 schools will also be arranged to familiarise both parent and child on school staff, settings and routines, as well as provide opportunities for discussions on any transition concerns.

Supporting emotional, social and behavioural development:

The school has an 'open door' policy for parents to come in and discuss their concerns. It is always advisable to make prior arrangements if possible but on those occasions where immediate support is required, staff will do their best to accommodate needs.

We consider the child's needs carefully and match pastoral care accordingly. This may involve members of the Treehouse staff, the CFW, (Mrs Ann Morris), the Learning Mentor, (Mrs Liz Frisby), the SENCO, (Ms Johanne Maybank), members of the Senior Management team, the Deputy Head, (Mr Gary Street) or the Head Teacher, (Mrs Kelly Armstrong). Several staff are designated first aiders and all staff attend regular refresher courses in first aid, manual handling, Child Protection and Safeguarding.

Personal Care Plans (PCP) are drawn up, in conjunction with parents, for those children with physical or medical conditions and content will be reviewed annually unless a new condition is highlighted. These plans will be shared with all staff and especially with those directly involved in the child concerned.

Risk Assessments (RA) are also compiled for those children who may have a risk element to their physical or behavioural needs and again are drawn up with the support of the child's parent and shared with all staff.

Pastoral support – all staff, including Teaching Assistants, Midday supervisors (MDSA's), PPA and supply staff are made aware of pupils who may need additional emotional or social needs. The Treehouse offers breakfast, lunch & break time support where required, with further opportunities for 1:1 mentoring with the CFW (Mrs Ann Morris) and the Learning Mentor (Mrs Liz Frisby).

In some cases, with the consent of parents, outside professional counsellors are invited into school to work with individual children 1:1 on a weekly basis.

A list of other services which the school can access can be found in our local offer on the school website.

Inclusion:

The school is fully compliant with the Disability Discrimination Act (DDA) and we ensure, wherever possible, that not only all areas of the school environment are fully accessible but that equipment & resources are readily available, particularly if recommended by outside professionals, such as Occupational Therapy. If required, children are provided with apparatus such as incline boards, pencil grips, left handed scissors, coloured overlays, cue cards and personalised visual timetables. The school also endeavours to source & provide resources recommended by professionals such as Speech & Language and Educational Psychologist wherever possible

Extra curricular clubs, school trips and residential visits are risk assessed to ensure all pupils are fully inclusive

The school has a comprehensive anti-bullying policy and all pupils are familiar with the Field Court 5 Rules to encourage and maintain respect and a general awareness towards empathy and understanding for others' feelings and wellbeing. Links to our policies can be found on our school website.

The role of the SEN Governor:

The SEN Governor is Mrs Liz Frisby.

SEN provision and pupil progress is regularly monitored by the Governing Body. The SENCO works alongside the SEN Governor in the Treehouse setting and information is shared on a frequent basis. A SEN report is also compiled by the SENCO for inclusion in the termly Full Governor's meetings.

This report will be reviewed and updated annually.