

GARDEN SUBURB JUNIOR SCHOOL

Barnet's Local Offer provides a single point of access to clear and comprehensive information about services and provision that is available for children and young people from birth to 25 years of age who have a special educational need and/or disability (SEND). All Governing Bodies of maintained schools have a legal duty to publish information on their website with annual updates or sooner if required, about the implementation of the Governing Body's policy for pupils with SEND.

This report has been approved by the Governing Body.

The following related policies can be accessed on our school website and/or can be provided by the school office:

- The Local Offer for Barnet Schools
- SEND Policy
- Safeguarding Policy
- Behaviour Policy

The Governing Body of Garden Suburb Junior School is responsible for the implementation of the school's policy for pupils with SEND. As part of this duty, the Governing Body will publish an Information Report outlining how the school has implemented the new Code of Practice. Information will be published and updated annually to include any changes occurring during the year. The information required is set out in the SEN Code of Practice 2014 and Special Needs and Disability Regulations 2014.

SEND Information Report November 2016

Introduction:

At Garden Suburb Junior School we believe that all children should have access to a broad and balanced education, which gives them the opportunity to realise their full potential and achieve success. Every teacher is a teacher of every child or young person, including those with SEND. For some children this will mean the school making special provision within the curriculum to meet their individual needs. All achievements of our pupils will be recognised and celebrated.

At Garden Suburb Junior School the health and safety of all children is of paramount importance. A Child Safeguarding Policy and Procedures is in place to ensure the safety and wellbeing of all children and staff. This Policy is annually discussed with all staff, volunteers and any adults working regularly with children.

We are committed to providing an environment that allows children with disabilities full access to all areas of learning.

At Garden Suburb Junior School we promote an inclusive culture in our school and celebrate the diversity of children's backgrounds, interests, experience, knowledge and skills. We are committed to ensuring that all pupils access high quality learning opportunities across the curriculum.

We are committed to high quality teaching and actively monitor and develop teaching and learning in our school to ensure that all pupils have access to the curriculum and achieve their potential. Pupils' progress is continually monitored using summative and formative assessments to ensure that teaching is targeted and differentiated to meet the needs of the whole school community.

This is achieved through:

- Weekly planning in year groups
- Termly pupil progress meetings in year groups
- Monitoring and assessing work in year groups and across the school
- Data analysis
- Termly monitoring and reviewing of targeted interventions
- Targeted marking and feedback by teachers to pupils
- Self-assessment and feedback from pupils

How we identify SEND

The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

Have significantly greater difficulty in learning than the majority of others of the same age

OR

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.”

There is a wide range of SEND within our school. These include:

- Physical needs
- Emotional needs
- Visual and Auditory impairment
- Sensory processing difficulties
- Autism
- ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactive Disorder)
- Dyslexia (Persistent Literacy Difficulties)
- Down's syndrome
- Cerebral palsy
- Global learning delay
- Behavioural needs
- Speech, Language and Communication Needs

If a pupil is identified by the school or a professional as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, to support the pupil to overcome their barriers to learning.

Slow progress and low attainment may not necessarily mean that a child has SEN. There are a number of circumstances which may cause a child to make slower than expected progress. They may have been absent from school, have health problems, have attended many different schools and not had a consistent opportunity to learn or there may be other external factors. In addition to this, they may not speak English very well, or at all, or they may be worried about different things that distract them from their learning. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our approach to teaching children with SEND and adaptations to the curriculum and learning environment

Our first response to pupils making less than expected progress, given their age and individual circumstances, is high quality teaching targeted at their areas of weakness. All children have access to differentiation. Differentiation helps accommodate the different learning needs of all children so that they have the best possible chance of learning.

Differentiation can be through:

- The task/activity - broken down into smaller steps
- Resources - pictures, photographs, simpler vocabulary, physical resources, ICT
- Support - using additional adults
- Grouping - matching similar learners together or putting children in mixed ability groups
- Outcome - expectation of work completed is matched to their needs
- Pace - adapted to meet the needs of the pupil
- Dialogue - adapted language/vocabulary used

Where progress continues to be less than expected, the class teacher, working with the Inclusion Manager, will assess whether the child has SEN. During this process we gather information, including the views of pupils and their parents. A targeted intervention will be put in place and monitored. The pupil's response to this support can help identify their particular needs. In certain circumstances the advice from specialist teams will be sought.

Where progress is slow or less than expected, the class teacher, working with the Inclusion Manager will discuss and identify how to support the pupil. A targeted intervention, in or out of class, will be put in place and monitored. The pupil's response to this can help identify their particular needs. However, if progress continues to be slow or less than expected specialist advice may be sought and the pupil will be put on the school's SEN register with parental consent.

In our school we have access to various specialist services including:

- Educational Psychologist
- Speech Therapist
- HIST (High Incidence Support Team)
- HEW (Health and Emotional Wellbeing support for pupils in school from a trained counsellor. This could be pairs, groups or support for teacher and class).
- Primary Project (One to one support in school from a trained counsellor using art and play therapy)
- CAMHS/Tavistock Centre (Child and Adolescent Mental Health Service for family therapy or pupils with possible ADHD)
- Occupational Therapist
- Physiotherapist
- Borough Advisory Teachers (Hearing, Visual, Autism)

- Health Care Professionals e.g. school nurse
- SENDIASS (SEND Information, Advice and Support Service for parents)

Assessing SEN at Garden Suburb Junior School

At Garden Suburb Junior School we ensure that assessment of educational needs directly involves the pupil, their parents/carers and the class teacher. The Inclusion Manager will also support with the identification of barriers to learning.

We use a range of assessments to determine areas of most need for our pupils. These are administered by teachers, trained LSAs, the Inclusion Manager and the Specific Learning Difficulties teacher. For some pupils an external professional may be contacted to give us advice.

The 4 main areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health

Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN

4. Sensory and/or physical

Arrangements for consulting parents/carers of children with SEND and involving them in the education of their child

The Head Teacher holds school tours for all new parents/carers.

During the course of the academic school year all parents are also invited to:

- Year 2/3 transition programme
- Year 3 Literacy/Numeracy curriculum workshops)
- Year 4/5 SRE (Sex and Relationships Education) meeting
- Year 6 Residential School Journey meetings
- Year 5/6 Secondary Transfer meetings
- A variety of concerts, assemblies and performances throughout the year

All school staff are available to meet parents/carers (by appointment) to discuss the progress of their child throughout the school year. Staff are in the playground at the end of the school day for less formal meetings.

Parents of SEND pupils are included in all the above and additional advice and support is given where necessary.

All parents are given the opportunity to meet with their child's class teacher at parents evenings twice a year. Parents/carers of pupils with SEND are also able to meet with the Inclusion Manager on these days to discuss their child's needs in more detail. Parents of pupils, without SEN support, who have concerns regarding their child can also seek advice from the Inclusion Manager at these meetings.

Pupils with SEND are given an Individual Learning Plan. The class teacher, the Inclusion Manager, additional adults working with the child and the parents/carers all contribute towards setting personalised targets. Termly meetings are held with parents/carers to review progress and set new targets. Targets set are Specific, Measurable, Achievable, Relevant and Time limited (SMART).

Pupils with SEND are given an Individual Learning Plan. The class teacher, Inclusion Manager and any additional adults working with the child contribute towards the targets set. Parents/carers are given the opportunity to discuss their child's Individual Learning Plan and the targets set. Teachers/additional adults working with the children also share the targets with the children.

In addition to their Individual Learning Plans, pupils with statements or Educational Health Care Plans (EHCP), have an annual statutory meeting. Parents/carers, all staff and agencies working with the child are invited to give advice and attend the meeting. The Inclusion Manager meets parents/carers of new children with SEND who join the school part way through the year.

How the school evaluates the effectiveness of its provision for children with SEND

The progress of SEND pupils is monitored and tracked termly. All Pupils with SEND will have an Individual Education Plan. These are reviewed termly with class teachers and the Inclusion Manager and new targets are discussed and agreed with parents/carers. We follow the "assess, plan, do, review" model. Where there are concerns that pupils with SEND are not making progress with the support/interventions provided, advice is sought from the appropriate professional.

The Inclusion Manager and the Head Teacher meet termly with Governors, at the SEND and Pupil Wellbeing Committee, to discuss SEND provision in the school and review all policies relating to SEND. A termly report, outlining the number of pupils receiving additional support for SEND and the interventions taking place, is submitted.

The Inclusion Manager, the Specific Learning Difficulties (SpLD) teacher and the class teacher monitor the effectiveness of interventions. A SpLD teacher is trained to teach and assess pupils with Dyslexia and associated difficulties ie short term memory issues, processing difficulties etc. Training and support is provided for Learning Support Assistants and feedback is also given on the use of additional adults during lesson observations.

How the school enables children with SEND to engage in activities (including physical activities) together with their classmates

Extra-curricular activities

School clubs are open to all children

Clubs take place before school, during lunch time and after school

Clubs are provided by school staff (free of charge) and external providers (a fee is charged). Depending on circumstances pupil premium may be helped to fund attendance.

Peripatetic music lessons

- A broad range of instruments are taught at school by teachers from Barnet Education Arts Trust (BEAT) - Financial assistance may be available from BEAT
- Lessons take place within the school day and support staff attend if needed

School trips

Specific risk assessments are undertaken to identify what additional arrangements need to be made to ensure (as far as practicably possible) pupils with SEND can participate.

This could be:

- Alternative transport arrangements to the venue e.g. parent/carer drive
- 1 to 1 support for the duration of the trip
- Residential trips - a parent/carer to accompany the trip and stay nearby to support their child if this will enable the pupil participate in this activity
- Informing the venue of any adjustments required by the pupil to enable them to participate and have an enjoyable experience
- Pre-trip preparation for the child - visual timetable for the day, photos of the venue, explanation of activities

School day

Breakfast Club and Afterschool Club

Playtime and Lunchtime - 1:1 support including supporting attendance at school clubs if needed.

Support for improving emotional, mental and social development of children with SEND

All children are encouraged to take part in all extracurricular activities and take on roles within the school for example: School Council Representatives (all Year Groups), House Captains (Year 6) and Bell Monitors (Year 5). All Year 3 children have a buddy in Year 4 when they begin the Junior School.

Pastoral support is provided by all school staff to all children. If a child continues to struggle with any aspect of school life, parent/carers are invited in to school for a meeting to discuss the best way to support their child. This could be through a communication book, regular meetings with the parent/carer, small group work or a referral to the Health and Emotional Wellbeing Team/Primary Project.

The school also provides support for vulnerable and SEND children at lunchtime. An indoor Games Club, which has a range of structured games, puzzles and craft activities, is available daily for half of lunchtime.

When a child exhibits challenging behaviour, strategies are put in place to help the child manage their behaviour. Parent/carers are invited in to discuss their child's behaviour and a behaviour management plan may be put in place. External advice can also be sought from the High Incidence Support Team (HIST).

The Local Authority guidelines on '*Local Codes of Practice: First Aid Arrangements in School*' are followed within school, with reference to the DfE: *Supporting Children with Medical Conditions - Statutory Guidance 2014*. All staff are trained annually to administer Epipens, and training is sought for staff for specific medication e.g. epilepsy, diabetes. Records are kept of medication given and if any controlled medication is held on the school premises.

Arrangements for consulting children with SEND about, and involving them in, their education

Targets are shared with pupils receiving SEN support and marking and feedback is used to inform pupils of their progress and next steps. For pupils with a Statement or Educational Health Care Plan the children complete a child's views form which is circulated and shared at the annual review. Pupils are also invited to attend part of the annual review meeting.

How equipment and facilities to support children with SEND is secured

The school has a ramp to access the main building, 2 disabled toilets and a lift in the dining room block. ICT equipment and practical resources are available to support children's learning. When additional equipment is needed, funding is secured from the school's SEND budget or from bids for external funding. For specialist equipment, the Inclusion manager liaises closely with the child's family and the appropriate external agency to ensure the correct equipment/resource is provided for their child.

Accessibility is an issue in certain parts of the building as some two storey parts of the building have no lift access. Classroom room sizes vary and some are unable to accommodate wheelchairs.

The school does not have high perimeter fencing.

Dealing with complaints

If a parent/carers has a concern about their child, their first point of contact is the child's class teacher. If their worry has not been resolved they should then speak to one of the Leadership Team. For children with SEND this would be the Inclusion Manager.

If a parent/carer has a complaint they must follow the school's Complaints Procedure Policy which is available on the school website www.gardensuburbjunior.co.uk or from the school office.

Transition arrangements within school and between phases of education

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school. Garden Suburb Juniors is committed to ensuring that smooth transitions occur. Planning ahead for transition is particularly important for pupils with SEND.

Moving classes within the school

At the end of each academic year children move classes and Teaching staff and Learning Support Assistants are carefully matched to meet the needs of the classes. During the summer term the children have a 'merry-go-round' morning where they have the opportunity to meet their new teacher. The school facilitates for teachers and Learning Support Assistants to have conversations about pupils to ensure continuity of approach.

Year 2 pupils transferring from Garden Suburb Infant School

- The Head Teacher and Inclusion Manager attend Year 2 Annual Review meetings for children with Statements/EHCP
- In the summer term before the children start Year 3, the Inclusion Manager attends meetings with the parents/carers and the Infant SENCo
- The Head Teachers from both schools meet to discuss the children
- For pupils with a Statement/EHCP, the support staff and class teachers meet to share information
- SEND pupils have additional visits to the Junior school in addition to the 'merry-go-round' morning
- All Year 2 children have a buddy in Year 3
- Year 2 and Year 3 buddies write letters to each other and have a playtime together before transferring to the Juniors

Transferring from another school (within the Key Stage)

- A meeting/discussion with the previous school takes place
- Parents/carers meet Inclusion Manager and the Head Teacher
- A tour of the school takes place
- The child is paired with a buddy to look after them when they join
- School records are exchanged between the two schools

Transferring to another school (within the Key Stage)

- A meeting/discussion with the new school takes place
- Additional visits to the new school (with support staff if necessary) takes place to ensure a smooth transition
- School records are passed onto the new school

Transferring to secondary school

- During the Year 5 annual review meeting, secondary school options are discussed. If necessary the Local Authority Choice Adviser and Advisory Teachers may be involved
- Parents/carers are encouraged to visit schools and speak to the SENCO/Inclusion Manager about the needs of their child
- In the summer term of Year 6, a teacher from the secondary school meets the current class teacher and information is shared
- If the child has a statement/EHCP the secondary school is invited to the Annual Review meeting. If the pupil has a statement, parents will be invited to the Transfer Review meeting where statements are transferred into Educational Health Care Plans.
- Additional visits to the new school (with support staff if needed) take place to ensure a smooth transition for the child
- Some vulnerable SEND pupils receive additional transition work in a small group delivered by a member of the speech and language therapy team or a Learning Support Assistant
- School records are passed onto the new school. Transition in Year 6 is a large part of the curriculum and gives children the tools to help them with a smooth transition to secondary school. Children with SEND are invited to attend additional visits at their new secondary school. This may include accessing secondary lessons, meeting with teachers, Learning Support Assistants and the Inclusion Manager as well as experiencing playtimes and lunchtimes in their new school environment.

Barnet Local Offer

London Borough of Barnet Local Offer is a description of the educational provision for children with Special Educational Needs that is normally available in Barnet maintained schools and academies. Normally available provision is also what should be made available to disabled children through a school's reasonable adjustment. The Local Offer is for children of school age.

London Borough of Barnet Local Offer is available at: www.barnet.gov.uk/LocalOffer

Contact:

Mrs A Houghton - Inclusion Manager/Assistant Head

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Useful documents/links

SEN Code of Practice 2014

Special Needs and Disability Regulations 2014

Barnet SEND Information, Advice and Support Service for parents (SENDIASS)

SEND Policy

Child Safeguarding Policy and Procedures

Safeguarding Statement