

## **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 SEN.

**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
- SEN 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 SEN. 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**

### **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 class review 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 SEN**

The Code of Practice defines SEN 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
- Social, Emotional, Mental Health
- Auditory impairment
- Visual impairment
- Sensory processing difficulties
- Autism
- ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactive Disorder)
- Dyslexia (Persistent Literacy Difficulties)
- 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 SEND. 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 issues that distract them from their learning. Only those with a learning difficulty or a disability that requires special educational provision will be identified as having SEND.

### **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 need.

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 – visuals, photographs, simpler vocabulary, key words/topic words, concrete 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
- Checking understanding – adult to ask pupil to repeat back instructions

Where progress is slow or less than expected, the class teacher, working with the SENCO 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 SEND register with parental consent.

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

- Educational Psychologist
- Speech Therapist
- IAT (Inclusion Advisory Team)
- HEW (Health and Emotional Wellbeing support for pupils in school from a trained counsellor. This could be pairs, groups or support for a teacher and class. Parents also meet with the HEW worker when appropriate).
- 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 SEND 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 SENCO 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 and the SENCO. 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
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 English/Maths curriculum workshops
- PSHE/RSHE (Relationships, Sex and Health Education) Curriculum Meeting
- Year 6 Residential School Journey meetings
- Year 5/6 Secondary Transfer meetings
- A variety of concerts, assemblies and performances throughout the year
- Throughout the year pupils participate in a variety of sports matches and tournament both away and in school.

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 SENCO on these days to discuss their child's needs in more detail. Parents of pupils, without SEND support, who have concerns regarding their child can also seek advice from the SENCO at these meetings.

Pupils with SEND are given an Individual Learning Plan. The class teacher, the SENCO and additional adults working with the child all contribute towards setting personalised targets. A copy of the Individual Learning Plan is sent home to parents/carers.

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. Targets set are Specific, Measurable, Achievable, Relevant and Time limited (SMART).

In addition to their Individual Learning Plans, pupils with statements or Educational Health Care Plans (EHCP), have an Annual Review meeting, which is statutory. Parents/carers, all staff and agencies working with the child are invited to give advice and attend the meeting. The SENCO 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 Learning Plan (ILP). These are reviewed termly with class teachers and the SENCO 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 SENCO and the Head Teacher meet termly with Governors, at the SEND Inclusion 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 SENCO, the class teacher and the LSAs monitor the effectiveness of interventions. Training and support is provided for Learning Support Assistants and feedback is also given on the use of additional adults during lesson observations. All Learning Support Assistants have a regular appraisal.

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

#### 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 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 necessary

### 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 necessary.

### **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), Travel Plan Ambassadors, House Captains (Year 6), Digital Leaders (all Year Groups), and Book Worms (all Year Groups). 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 (HEW) caseworker or Child and Adolescent Mental Health Services (CAMHS)

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

The school also has a sports coach during the whole of lunchtime and the children are given opportunities to participate in this across all the Year Groups and pupils with SEND are included. A rota system is used and a designated area is allocated for this.

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 Support Plan may be put in place. External advice can also be sought from the Inclusion Advisory Team (IAT). 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*. 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 SEND support and marking and feedback is used to inform pupils of their progress and next steps. Some children may share their views using photos, pictures, videos etc. For pupils with an 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.

**Our physical environment and 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 providing access to the school library and two classrooms. All classrooms have a sound field loop for children with hearing aids. ICT equipment and practical resources are available to support children's learning. We have sensory room available as a calm break out space, a room for small group/intervention work and calm corners in every classroom.

It is essential that children with additional needs are able to access our varied curriculum to the full extent of their ability and we readily seek advice from parents and/or professionals on how best to facilitate for this. Where appropriate, we include the child in our discussions. When additional equipment is needed, funding is secured from the school's SEND budget or from bids for external funding. For specialist equipment, the SENCO 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/carer 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 SENCO.

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](http://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. When allocating classrooms, careful consideration is taken to any physical/mobility needs of the class.

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 and consistency of approach, the children.

#### Year 2 pupils transferring from Garden Suburb Infant School

- The Head Teacher and/or SENCO attend Year 2 Annual Review meetings for children with EHCPs
- In the summer term before the children start Year 3, the SENCO attends meetings with the parents/carers and the Infant SENCO
- The Head Teachers from both schools meet to discuss the children
- For pupils with an EHCP, the support staff and class teachers meet to share information
- SEND pupils in the Infant School 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

#### Transferring from another school (within the Key Stage)

- A meeting/discussion with the previous school takes place
- Parents/carers meet the SENCO and/or 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 and SEND 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 and SEND 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 about the needs of their child
- During the summer term in Year 6, teachers/staff from the secondary school meet to discuss transition
- If the child has an EHCP the secondary school is invited to the Annual Review meeting.
- 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 designated 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 have 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 SENCO 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 and Disabilities that is normally available in Barnet maintained schools and academies. Normally available provision should also include what should be 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: <https://www.barnetlocaloffer.org.uk/>

### **Contact:**

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### **Publishing information**

[SEND information report on the website](#)

[SEND Policy is published on our website](#)

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

### **Monitoring and review**

The policy is reviewed on an annual basis by the Head Teacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is October 2022.