



Carrington Junior School

# **SEN Information**

## **Booklet**

For Parents



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# What is 'Special Educational Needs' (SEN)?

Children are identified as having special educational needs, if it is felt that they would benefit from special provision in order to help their learning at school. Special needs provision may be required on a short or long term basis and may be provided by the class teacher, a learning support assistant or involve outside specialists. The School's policy on Special Educational Needs is based on the Code of Practice which has been recommended by the Government.

The SEN Code of Practice emphasises the importance of early identification and assessment of children with special educational needs. Developing a wide range of flexible and responsive strategies will help prevent difficulties hindering the pupil's progress. Decisions on the most appropriate type of action should always be applied individually, by considering attainment, nature of difficulty, strengths and achievements and whether current strategies should be changed or amended.

The SEN Code of Practice suggests four broad areas of need:

(see end of document for criteria for each area)

- Cognition and Learning
- Social, Emotional & Mental Health difficulties
- Sensory and/or physical needs
- Communication and Interaction

## **Types of special educational needs can include:**

- ❖ General Learning Difficulties – children whose learning progresses at a slower pace than expected for their age
- ❖ Speech and Language Difficulties
- ❖ Dyslexia (difficulties with reading, writing and spelling)
- ❖ Dyspraxia (problems with motor skills, organisation)
- ❖ Dyscalculia (difficulties with number work)
- ❖ Autism
- ❖ ADD/ADHD (Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder)
- ❖ Downs Syndrome
- ❖ Cerebral Palsy
- ❖ Global delay (children who not reached two or more milestones in all areas of development)
- ❖ Other Physical/Medical Needs
- ❖ Social, mental and emotional health replaces behaviour, social and emotional as an area of need

## How does the school know if my child needs extra help?

As a school, we use teacher assessment to measure children's attainment and progress against national expectations and to provide information for our termly discussions about the pupils in each class. All teachers at Carrington Junior School are involved in this cycle of assessment and planning which takes account of the wide range of abilities, aptitudes, interests and prior learning of the children.

Most children will learn and make progress within these arrangements, but where a pupil's progress is causing concern more rigorous monitoring, assessment and intervention will take place. The class teacher will make an initial identification and inform the Special Educational Needs Coordinator (SENDCO) and parents at the earliest opportunity to share concerns and enlist their support and participation. The SENDCO will also monitor attainment and progress termly, in order to help identify children who may need further support, as early as possible.

The SENDCO will support the further assessment of the child and take the lead in coordinating additional or different provision within school to enable the child to make better progress. At times, the SENDCO may request support and advice from external agencies, in consultation with parents. This may involve more specialist assessments to inform planning and the measurement of a pupil's progress. New targets and strategies will be implemented by the class teacher based on the advice received from these external agencies.

## What is not considered SEN?

It may also be beneficial to understand what is not SEN:

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.
- Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.
- Difficulties related solely to limitations in English as an additional language are not SEN.

## How will the process of support begin?

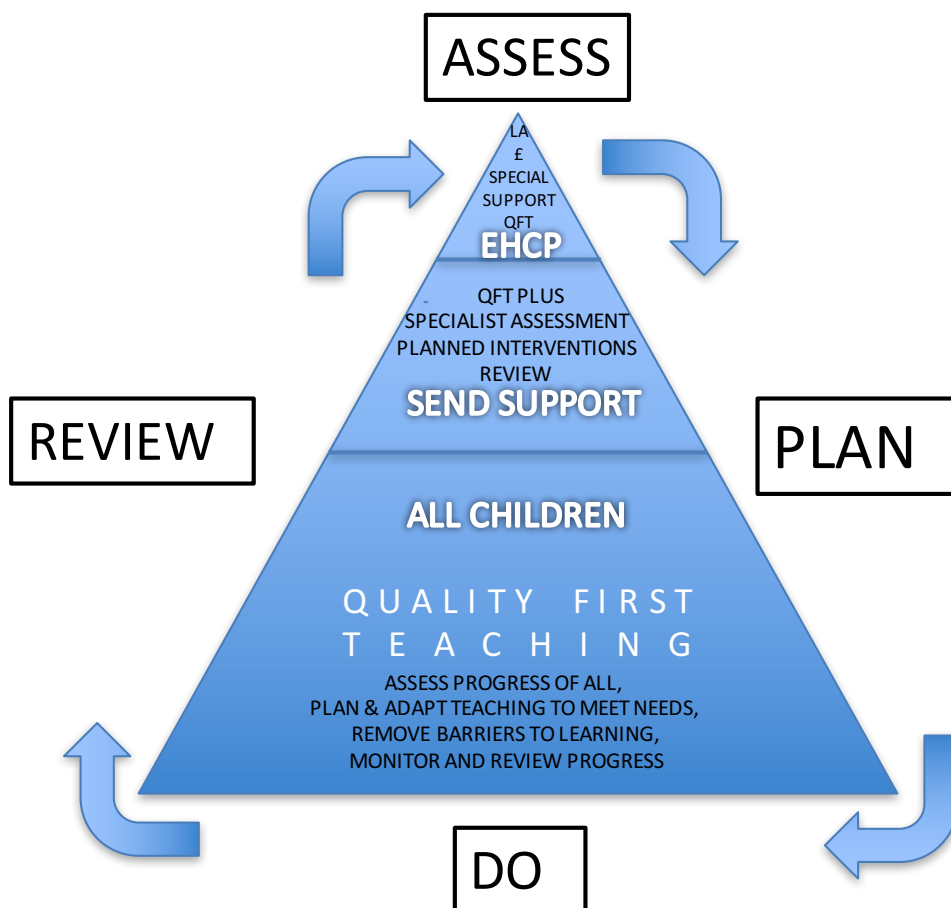
When a child is identified with special educational needs the class teacher will speak with the SENDCO and parents to discuss the options of support available. Teachers may

suggest putting a child on to monitoring stage or to add your child to our SEN register on SEN support. School will always involve parents and parental consent must be obtained before any extra support beyond Quality First teaching is given. (see below)

## Stages of SEN Support

### GRADUATED RESPONSE MODEL

RESPONSE TO INTERVENTION MODEL FOR SEND SUPPORT - CODE OF PRACTICE 2015



At the first stage, if ongoing class assessments suggest a child may have special educational we shall aim to identify any barriers to learning, devise personalised targets and provide specific support within the classroom setting. Progress will be closely monitored. This is called Quality First Teaching. If progress is not evident as a result of this provision, we would look to provide further support and move to the next stage of SEND support.

### Monitoring

If the class teacher, other professionals or you, the parents, are concerned about your child, the teacher will talk to you and together we will decide which areas need to be worked on. The teacher may give small tasks to be carried out at home. Progress will be

monitored and reviewed at least every term. If there is evidence of little progress then support will go to the next stage.

## SEN Support

At the SEN Support stage your child's teacher will be looking for additional ways to support your child in class and will work with the SENDCO to find ways to do this. You will be invited to attend a meeting to discuss your child's difficulties; the class teacher. The purpose of this meeting will be to agree the next steps and a specific plan for support for your child. The SENDCO will place your child on the SEN register and you will receive copies of the SEN Support Plan, which will include targets for your child to work towards within that term. The initial construction of the targets in the support plan will take place at the end of September. The plan will be reviewed and updated then in January and May. A meeting will be arranged between you and the class teacher in order to review the targets set and set new targets for the next term. At the end of the year, you will be invited to meet with your class teacher to review the year and the final targets before your child moves up to their new year group.

SEN support in school is based on 4 types of action –**plan, assess, do, review**.

*If your child is on 'SEND support' these are some of the things you can expect from our school:*

Your child's class / subject teachers will be finding ways to support them in class such as:

- ❖ Changing the way lessons are planned and delivered
- ❖ Matching activities to the ability / need of your child (differentiation)
- ❖ Adapting learning materials such as worksheets, books and activities to suit your child's needs
- ❖ Use of resources to support learning
- ❖ Small group support
- ❖ The teacher will work in partnership with you and the SENDCO to find ways to support your child with their needs, including giving parents ideas on how they can help their child at home
- ❖ Consideration of your views will be important in planning for your child's education. School staff will set targets for your child which will be shared with you during a review meeting. This will be recorded on an SEND Support Plan.

We might look to seek specialist advice and support from external services. This could mean that an Educational Psychologist or other specialists may carry out assessments, or that a specialist teacher would come and provide one-to-one support with your child, complete an observation within the classroom or advise the school on additional strategies to help your child progress.

## **Statutory Assessment – EHCP**

If your child's needs are very complex and/or severe the school may ask the Local Authority to conduct a Statutory Assessment. This is a very detailed assessment of your child's needs. You, the school and any professionals involved with supporting your child will all be asked to provide written reports. The Local Authority (LA) will then decide at a panel meeting whether the reports indicate a requirement for a EHCP (Educational Health Care Plan). As a parent you also have the right to ask the Local Authority to carry out this assessment.

Statutory Assessment is only appropriate for a small number of children. An EHCP is usually granted only if there is sufficient evidence to prove that the interventions that have been trialled within school have not been successful in helping your child to progress. The school will also need to prove that your child needs in excess of 13.5 hours of additional support a week in order to qualify for an EHCP. The EHCP may trigger extra funding for the school for your child from the LA in order to provide more classroom support time, to enable the purchasing of resources or additional support from outside specialists.

Children who have an EHCP will have a set of targets for the term within the document. This is similar to an SEN support plan but all other agencies involved in supporting your child will also record their targets on this document. This provision is reviewed termly and there will also be an interim review then an annual review. Interim reviews will involve a meeting between the class teacher, you and potentially some of the specialists involved with your child (if they are available). Invitations for annual reviews will be sent to all staff involved with your child and each specialist also writes a full report detailing the progress your child has made towards targets and the level of support they have given, along with any recommendations for future planning.

Children with EHCPs or statements will have support provided in a variety of ways. Most support will involve group work where possible and children will be kept within the classroom for as much of their support time as possible.

1:1 support may be provided if there are specific targets for that child that cannot be met through provision involving groups, but this is kept to a minimum, based on your child's needs. The 1:1 support will be delivered in a variety of ways and we try to ensure that the support is effective for supporting that child's learning.

## **What support does SEN Support involve?**

The amount of support that would be offered to a child who is on SEND Support is dependent on the type of support that is deemed suitable in order to help your child

progress. Up to 13.5 hours of additional support per week will be provided to a child who has a SEND Support plan but most children would not need this level of support. The type of support available depends on the needs of the child, but we aim to integrate children for as much of the school day as possible. Support is often given in the form of small group work, support within the classroom in lessons, differentiation in lessons and extra support in other sessions, for example for reading or booster work. If the child has specific targets which require more individual support, they may be given 1:1 support in order to achieve these targets.

## How will the changes to the Code of Practice in 2014 affect my child who is already statemented?

The transition process of changing statements over to EHCPs (Education and Health Care Plans) will be completed over the next two years. The local authority is initially making changes to children who will be going through a transition first. The table below shows when Bucks intends to convert statements to EHCPs each year through the transition.

Conversion Year	Year Group															
Sep 14 - Aug 15	-1	0	1	2	3	4	5	6	7	8	9	10	*11	*12	*13	*14
Sep 15 - Aug 16	-1	0	1	2	3	4	5	6	7	8	9	10	**11	*12	*13	*14
Sep 16 - Aug 17	-1	0	1	2	3	4	5	6	7	8	9	10	**11	12	*13	*14
Sep 17 - Apr 18	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	*14

The above table shows in yellow when your child will be converted to an EHCP, if they haven't already done so.

## What is the Local Offer?

The Children and Families Act 2014, says that every local council in England must set down in one place what help there is in their area for children and young people with special educational needs or who have a disability. The Local Offer should allow every family to be able to find information on services available for children & young people with Special Education Needs and/or Disability (SEND). This is for everyone to read, and is called the Local Offer. The Local Offer has two key purposes:

- ❖ To provide clear, comprehensive and accessible information about provision available and;
- ❖ To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents, carers and service providers in its development and review.

You can search the local offer in Buckinghamshire by visiting:



## What is an ASD ARP?

Here at Carrington Junior School, we have an Additionally Resourced Provision (ARP) which caters for children with Autism (ASD). The idea behind having an ARP is that it is for children who with EHC Plans/Statements who can integrate into mainstream but who also need some more specialist support and more opportunities to work in smaller groups, as needed but on a regular basis..

The ARP has more resources to support children with ASD. Children will also have the opportunity to take part in extended activities to build the confidence, linguistic and social skills which typically they have difficulties with. This will include horse-riding and other exciting initiatives, such as regular trips to the local shops.

The ARP focuses its work on helping children fulfil their full potential and to close the gap with their peers (if there is one) and to have a quieter space to work than a mainstream classroom. Children in the ARP take part in the school trips that their year group go on and are included in all of the opportunities they would normally have, such as taking part in a production etc.

Our ASD ARP is an eight-place ARP and children should be able to integrate into their year group for a percentage of the week. They will have support from a teaching assistant when they integrate and they may also have access to a laptop for these times, to help to remove some of the barriers to learning they may experience.

No one single ASD programme or approach is followed: they may use SCERTS, Picture Exchange Communication System (PECS), Positive Behaviour support strategies, Social Stories, Social Safety training, life and independence skills training depending on the needs of each individual. Each of these programmes arises from research on 'what works' and has a strong evidence base. Staff in school receive CPD specialist training to provide this support

Your child will be also supported by a team including specialist teachers, Speech & Language Therapists and specialist Learning Support Assistants. Additional support may be sought from outside agencies including Occupational Therapy and Psychologists.

Our ARP is not a standalone classroom but more of a "base" within the school to support our autistic children. Children are registered in the ARP and they will have a timetable that shows which of the lessons they integrate into mainstream and which lessons are based in the ARP.

## Who is the Special Needs Coordinator (SENDCo)?

Your Special Educational Needs & Disabilities Co-ordinator (SENDCo) is Ms Abi Preston.

## What does the SENDCO do?

The SENDCo's job is to ensure that every child on the Special Needs register is getting the best provision available so that they can achieve their full potential.

This is done by:

- Being available to discuss with you and your children any concerns or worries as well as celebrating success!
- Arranging support for the children with special needs, in terms of learning support assistants and outside agency support.
- Liaising with outside agencies: Educational Psychologists, Speech and Language Therapists, specialist teachers, Occupational Therapists and other support agencies.
- Working with class teachers to agree and monitor targets for the support plans as well as providing resources and strategies, which may help them to support your child in the classroom.
- When possible, assessing, observing or supporting individual children.
- Working as the Lead Practitioner for the ARP

## What happens during transition to secondary school for a child with SEN?

For parents of children with an EHCP or statement, your children will have priority for selecting secondary schools; therefore, it is important that you find which school you would like to choose for your child earlier than other children would normally do.

When your child is in Year 5, parents and children should try to visit secondary schools of interest before the summer term. Then, once a decision is made about the most appropriate school for your child, we will hold a review for parents to attend and possibly some professionals. This will result in a document which will give the details of the transitional arrangements which is then sent to Bucks County Council.

For children with SEN we offer additional transition support and arrangements: for example, additional visits to familiarise yourself with the school, including an opportunity for the pupil to take photographs of the school and their new classroom. The SENDCo and support staff from the new school will come to visit your child in their current setting. If

possible. Class teachers from both settings will meet to discuss provision prior to entry and, where appropriate, attend Annual Review meetings.

When the time for the transfer arrives and your child transfers to a new setting, a similar process is followed with full liaison between the two settings. We also prepare a 'Transition Form' outlining key information about the child, test results, information about progress, strengths, difficulties and future targets.

## Communication with parents

Carrington Junior School has an open door policy to parents. We encourage good communication and wish for you as parents to feel that you are listened to, your views taken into account and that we work together in partnership to support your child..

Parents of children who are on the SEND register (on SEND Support or children with an EHCP) will have a termly meeting with the class teacher to discuss & review the targets on their child's support plans and work together to form new targets for the next term. Children with EHCPs will have a formal interim and an annual review as well as termly reviews (annual & interim reviews may replace that term's meeting depending on their timing).

Children with EHCPs or statements may also have a home-school book to enable both staff and parents to send any messages home with important updates or feedback throughout the week.

There are additional opportunities for parents to meet with the SENDCo at parents' consultation evenings, if they wish to, and to attend our termly parent SEN coffee mornings.

As a school we aim to support all of our children in order for them to feel recognised for their successes, regardless of how small the steps may be. We are great believers in celebrating success and all of our staff work together to help our children build their confidence and feel proud of their progress.

## Advice for Parents

Parents can seek further advice and support from Bucks SEND IAS (formerly Parent Partnership) on any aspects of Special needs or disability in Bucks.

Buckinghamshire SEND IAS Service is the information, advice and support service here. Our service is free, confidential, impartial and at arm's length from Buckinghamshire

County Council. They can offer accurate and up to date resources and information about the law on special educational needs and disability. This covers:

- ❖ Education, health and social care
- ❖ National and local policy
- ❖ The Local Offer
- ❖ Your rights and choices
- ❖ Your opportunities to participate
- ❖ Where you can find help and advice
- ❖ How you can access this support

<http://www.buckscc.gov.uk/education/bucks-send-ias/>

Or you can contact: Tel: 01296 383754

[sendias@buckscc.gov.uk](mailto:sendias@buckscc.gov.uk)

## What specialist services are available or accessed by the school?

Specialist support services play an important role in helping the school make appropriate provision for children with SEND.

- The school will request support from an outside agency if, after a period of assessment and intervention, the school needs to seek advice or further strategies to manage a medical issue, learning difficulty or emotional, social or behavioural difficulty. For some children joining the school, advice may be sought prior to the child starting the school.
- Specialist advice can be sought from various health professionals; school nurse, paediatric specialists, Speech and Language Therapists and Occupational Therapist or the Child and Adolescent Mental Health Service (CAMHS).
- Schools can also seek advice from Educational Psychologists and from specialist teachers. In Bucks the Specialist Teacher Service have different specialties, eg. ASD, Downs Syndrome etc.
- The school has an ongoing programme of CPD to develop its staff. From time-to-time the school may also seek training from other outside agencies or specialists.
- The PRU (Pupil Referral Unit) is available to offer children support, if referred by the school.

## SEND Register Criteria per area

Area of need	Sub categories	Criteria				
Cognition & Learning	General Learning difficulties	Are characterised by limited development of knowledge and skills across the curriculum	Are often recognised by having lower academic achievement than their peers (two chronological years behind)	Have problems acquiring and / or retaining basic skills and developing concepts in literacy and numeracy	May have poor social skills, or experience emotional and behavioural difficulties	Have difficulty in dealing with abstract ideas and generalising from experience
	Specific Learning difficulties	<b>Dyslexia</b> – a specific learning difficulty with reading, spelling, written language and sometimes numeracy	<b>Dyspraxia</b> – impairment of the organisation of movement linked to difficulties with language, thought and perception	<b>Dyscalculia</b> – a learning disability that results in difference in understanding, processing and making use of mathematical information		

Area of need	Sub categories			Criteria							
Communication & Interaction	Speech & Language Difficulties	Producing accurate speech	Retrieving words from memory	Expressing words in correct sequence that results in meaningful language	The acquisition and expression of one’s own thoughts and ideas	Receiving and processing language at speed in order to respond to another person’s ideas	Understanding and using social language appropriate to the setting or context				
	Autistic Spectrum Disorder	Difficulty relating to others	Frequent misunderstanding of social conventions	Lack of empathy or awareness of the feelings of others	Tendency to insist on following set routines or intricate rituals	Excessive, even obsessive, interest in a subject	Behaviour which may appear inflexible and self-determined	Spoken language that is punctuated with mannerisms, gestures and words out of context	Literal interpretation of idioms and metaphors	Avoidance of eye contact	Inability to understand body language, facial expressions and voice tone

Area of need		Sub categories		Degrees of loss		Criteria	
Sensory &/Or Physical Needs	Hearing Impairment	<b>Mild Hearing loss (the quietest sound can hear between 21-40dB) –</b> The child will hear nearly all speech but may mis-hear if not looking directly at the speaker. This condition can be hard to identify	Day-dreaming, slowness to respond, asking for repetition. Watching speaker's face for clues. Tilting head to maximise aural input.	Reading difficulties, confusion when attempting phonic work and sound discrimination activities.	Fluctuating pace of working, tiring quickly, discrepancy between verbal and practical skills.	Poor attention and listening skills, distracting others.	Immature vocabulary, language structure or speech.
		<b>Moderate hearing loss (the quietest sound can hear between 41-70dB) –</b> The child will have great difficulty in hearing anyone speaking without a hearing aid. He/she will rely on lip-reading and visual clues, often without realising. You may notice a child misses word endings such as ss or sh.					
		<b>Severe hearing loss (the quietest sound can hear between 71-90dB) –</b> Even with a hearing aid the child will need visual clues to gain information. The spoken voice may be comprehensible but the child will be limited in the use of verb, adjectives.	Performance and progress that does not fulfil earlier expectations, inability to make progress within the curriculum without considerable amplification of hearing and increased use of visual means of communication.	Significant speech & language difficulties restricting communication with peers and teachers and inhibiting language use in the curriculum.	Difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration.	Emotional and/or behaviour problems perhaps including periods of withdrawal, disaffection and reluctance to attend school.	Difficulties in maintaining and sustaining concentration in the classroom leading to problems in completing work and a need for adapted materials and a level of support beyond what it is realistic to expect from the class teacher.
		<b>Profound hearing loss (the quietest sound can hear is more than 90dB) –</b> Radio aids are often used and the child will rely on visual clues and the British Sign Language to communicate. The child's own voice may be incomprehensible although many pupils can achieve a high level of oral language.					

Area of need	Sub categories	Degrees of loss	Criteria				
Sensory &/Or Physical Needs	Visual Impairment	<b>Mild visual impairment</b> - The child will see nearly all visual based activities but may miss some information unless it is given verbally.	Difficulties/inability to copy from the board, child requests specific seat in classroom	Lack of response to visual signals in the class. Asks for instructions to be given verbally	Has difficulties in other areas, such as hand-eye coordination, balance & organisation	Unusual distance or angle of books. Requires more time to complete tasks and may suffer visual fatigue.	Possible anxiety or stress leading to withdrawal or frustration
		<b>Moderate visual impairment (having very poor visual acuity (less than 3/60), but having a full field of vision)</b> - The child will have great difficulty in seeing printed materials board work under font size N14. He/she will rely on verbal clues often without realising.					
		<b>Severe visual impairment (having poor visual acuity (between 3/60 and 6/60) and a severe reduction in your field of vision)</b> - Even with modified work the child will need verbal clues to gain information.	Requires modified materials and specialist equipment to access the curriculum	Mobility problems which impact on independent travel and self-help skills.	High visual stress causing visual fatigue, even with correct materials & specialist equipment	Uses touch to establish learning materials i.e science equipment.	Possible associated stress leading to increasing withdrawal or frustrated behaviour.
		<b>Profound visual impairment (having slightly reduced visual acuity (6/60 or better) and a significantly reduced field of vision)</b> – Requires Braille or MOON, tactile diagrams, 3D representations to access the curriculum.					

Area of need	Sub categories	Degrees of difficulty	Criteria				
Sensory &/Or Physical Needs	Physical Needs	<b>Moderate physical difficulty</b> – Child may require additional support for mobility, gross and/or fine motor difficulties and minor difficulties in spatial orientation.	Struggles getting changed and may seek help. Eg: for PE lessons.	May require support moving between lessons and during unstructured social times	Ability to participate in most classroom activities but problems undertaking specific tasks and activities.	May require alternative methods of recording work	
		<b>Severe physical difficulty</b> - Child will require full support for mobility, gross and/or fine motor difficulties and major difficulties in spatial orientation.	Will need support during PE lesson and getting changed	Will require support moving between lessons and handling equipment, also during unstructured social times	Difficulty participating in classroom activities without specialist equipment or support,	Requires health and safety considerations during practical lessons i.e. Tech, Science, PE	Will require alternative methods of recording work.

Area of need	Sub categories	Criteria
Social, Emotional & Mental Health	<p>All pupils who present with behaviours associated with social, emotional and / or mental health difficulties will be investigated on an individual basis in discussions with the young person, parent and other professionals deemed necessary.</p> <p>There are often two key elements that enable schools to reliably identify children at risk of social, emotional and / or mental health problems:</p> <ul style="list-style-type: none"> <li>• effective use of data so that changes in pupils' patterns of attainment, attendance or behaviour are noticed and can be acted upon; and</li> <li>• an effective pastoral system so that at least one member of staff (eg. a form tutor) knows every pupil well and can spot where unusual behaviour may have a root cause that needs addressing and take decisions on how best to support pupils.</li> </ul>	



## Useful SEND Acronyms

SaLT or SLT– Speech & Language Therapy

SLCD- Speech Language and Communication Difficulties

EPS – Educational Psychology Service

OT – Occupational Therapy

STS – Specialist Teaching Service

SpLD – Specific Learning Difficulty

ASD – Autistic Spectrum Disorder

SEMH – Social & Mental Health

PD – Physical Difficulty

HI – Hearing Impairment

VI – Visual Impairment

ADHD – Attention Deficit Hyperactivity Disorder

SLD – Severe Learning Difficulties

SAS – Standardised Assessment Scores

EAL – English as an Additional Language

LDD – Learning Difficulties & Disabilities

CoP – Code of Practice