



Stanley Park Junior School

SEN/D Information Report 2022-23

OUR VISION

"We believe that every child and adult matters. At Stanley Park Junior School, we work together as staff, parents, carers and governors, in a fun, safe and inclusive environment. We strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they aspire to become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school"

SPJS AND SEN

OUR SCHOOL AIMS TO MEET THE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES OF ALL CHILDREN

The kinds of SEN that are provided for

- Our school currently provides additional and/or different provision for a range of predictable needs, including: Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Information and Guidance/Points of Contact

Who should I contact to discuss the concerns or needs of my child?

SENDCo: Mrs Julie Quigley

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Your first point of contact should always be your child's class teacher who will generally be available to speak to you before or after school or by contacting the School Office to arrange a suitable meeting or phone conversation if necessary.

However, if you feel you need to speak to someone other than your child's class teacher, please follow the line of contact below:

1. Year Group Leader
2. The SENCo, who is a member of the Senior Leadership Team
3. Headteacher/Deputy Head

To find the email addresses of members of staff and names please visit the contact us page of the school website: <https://www.spjs.org/contact.php>

If you cannot find the member of staff you need to speak to. Please call the school office who will happily arrange an appointment for you.

Assessment, Planning and Review/Partnerships for Progress

- *How does the school know how well my child is doing?*
 - *How will I be kept informed about how well my child is doing?*
 - *How regularly will I be updated on my child's progress?*
 - *Will I know if my child is not making progress and what will happen?*
- Class Teacher monitors progress of each pupil and liaises with key staff regarding provision required. First point of contact.
 - Assistant Head Teacher SENCO (Special Educational Needs Co-ordinator) Sen Support Plans for children drawn up in consultation with class teachers and any other staff working with the pupil. The information on the plan and in the records is used to thoroughly review Sen Support Plans each term and help to set new targets
 - Deputy/Head Teacher monitor concerns through pupil progress meetings.
 - SEN Governor helps to raise awareness of SEN issues at governing board meetings; monitors the quality and effectiveness of SEN and disability provision within the school and updates the governing board on this; works with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
 - Teaching Assistants (support those children with a statement of Special Educational Need/Education, Health and Care Plan)
 - Children receive regular feedback about their work and targets are shared with them and discussed during the lessons. They have regular opportunities to respond to marking, answer questions and have visual as well as written prompts for their objectives and next steps. Leaders meet regularly with class teachers to review school achievement and progress and plan how to meet children's needs (Assessment for Learning)
 - Regular formal assessments: formative and summative
 - Pupil Progress Meetings to review progress of pupils and identify any pupils who are not making expected or accelerated progress
 - Strategies/interventions will be agreed and actioned in order for the identified pupils to reach their expected outcomes
 - Regular review meetings to track progress towards outcomes and evaluate interventions
 - Parents are invited to parents' evening regularly to discuss progress, attainment levels and expected outcomes
 - Parents are informed of additional support and targets are set for individual children
 - An 'open door' policy is adopted, where parents are encouraged to come in and discuss any concerns with key staff
 - Parents will be notified at any time should there be concerns about a pupil's progress
 - The SENCO may have separate progress meetings with parents of children who are on the Special Needs Register
 - Regular contact with parents is kept via use of the Home School Books
 - The SENCO will make referrals to External Professionals, in agreement with parents, for those pupils who are continuing to experience significant difficulty, so that further assessments are carried out and relevant intervention is put in place.

- Additional support may be documented by an individual SEN Support Plan and on a Provision Map. The impact of support and interventions that may be initiated is reviewed regularly
- The SENCO, in agreement with parents, may make an application for an Education, Health and Care needs assessment, (via SEND panel) when an individual continues to experience significant difficulty despite all additional support (internal and external). This goes back to the SEND panel to assess and decide whether to issue an Education Health Care Plan.
- An annual report to parents/carers is written by the class teacher which details the progress, achievement, strengths and areas of development in the different curriculum areas
- School staff are available to discuss progress with parents/carers as needed
- Governors are provided with attainment and progress information. They act as 'critical friends' and challenge staff to use their best endeavours to raise standards further
- Use of the London Borough of Sutton's Graduated Support for Special Educational Needs and Disabilities

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 to 8 weeks
- Using pupil questionnaires and conversations
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

Curriculum and Teaching Methods (including groupings / interventions)

- *What is the curriculum and how is it taught?*
- *How will the curriculum be adapted to meet the needs of my child?*
- *How flexible can teachers be in meeting the needs of my child?*
- *Is there any additional support available to help my child reach his/her expected outcomes?*

- National Curriculum 2014
- Cross curricular links are explored in lesson planning
- Creative Curriculum
- Opportunities for enrichments relevant to topics are planned
- Teachers adapt their teaching using different strategies/styles, taking account of the different needs of the children in their class to ensure inclusive practice
- Teachers are well-informed about the differing needs of the pupils in their class
- Planning takes account of individual pupil needs
- Grouping arrangements organised carefully to maximise learning opportunities for all
- Additional adults may be used to support groups
- Interventions providing additional support may be used for individuals and groups
- A range of resources, including practical and visual (multi-sensory) may be used to support the learning of individuals.
- Advice from agencies such as Autism Service, Adapt to Learn, Educational Psychologist, Speech and Language Service, Occupational Therapy, Paving the Way early intervention and others may be sought and acted upon.

Access to Learning and the Curriculum

- *Are there any special features or strategies to help children learn?*
- *How do I know my child's particular need will be met?*

- Lessons are differentiated/adapted to meet the needs of all learners
- Teachers set out clear learning expectations and model tasks
- Teachers may adapt teaching and learning as necessary to meet the needs of all the children
- Grouping arrangements organised carefully to maximise learning opportunities for all
- Ongoing feedback and diagnostic marking supports progression in children's learning; time for reflection is given
- Teachers use strategies such as 'Talk to Write' and 'DERIC' (Decode, Explain, Retrieve Interpret, Choice) and 'pre-teaching vocabulary' and mind-mapping techniques to support learning.
- Identified pupils may have access to online support programs such as MyMaths, Timestable Rockstars, Spelling Shed, Phonics Shed and Reading Plus.
- Some classes/identified pupils may be allocated support staff
- Children have access to guided group work
- Specialist staff for some curriculum areas
- External agencies such as the SLCNS can provide advice and may offer individual or group tuition depending on a pupil's individual need
- Diagnostic testing and assessment
- Pupil Progress meetings take place each term where teachers will discuss the progress of individual pupils. Any children not making expected progress are identified and strategies and/or interventions put in place to help pupils to reach their expected outcomes.
- Some pupils with special educational needs have individual Sen Support plans which identify the expected outcomes for the pupils and the planned strategies in order for the pupil to reach those expected outcomes
- Some pupils have a visual timetable which details the daily planned activities
- Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencils grips, coloured paged exercise books, wobble cushions, fidget toys (for sensory issues) and sloped writing desks
- Trained Emotional Literacy Support Assistants (ELSAs) may work with individuals so that they are in a position to focus on learning when in class
- Some children may be involved in social skills groups
- Learning walls in classrooms support the progression of learning in literacy and maths
- Catch-up phonics tuition is put in place when necessary
- A range of resources, including practical and visual resources, may be used to support the learning of individuals
- Google classroom online learning link to enhance learning and ensure access to learning in times of Covid-19 impacting on school attendance.

Tests and Assessments : Access Arrangements

- *What arrangements are available for pupils to access tests and assessments?*
- *How will I know if my child qualifies for additional support or time to access tests?*

- School adheres to current access arrangements for Key Stage 2 statutory tests
- Range of access arrangements put in place, such as: scribing, brain & movement breaks, 1:1 support, smaller group setting, additional time, transcriptions
- Any additional arrangements for Visually impaired/ Hearing Impaired pupils eg print size
- Further advice regarding access arrangements may be sought from the Educational Psychologist or other professionals
- Parents/carers will be informed whether their child qualifies for additional support or time to access tests. This is also recorded on Sen Support Plans.
- Booster and revision groups
- Medical Needs/Anxiety may be considered and pastoral care will be put in place

Social and Emotional Support

- *How does the school help my child to feel comfortable and safe and manage social situations?*
- *How does the school help develop my child's social and emotional skills?*
- *What is the school's policy on bullying?*

- School Motto: 'Sense of Pride' sets the strong inclusive ethos where children will become successful learners, confident individuals and responsible citizens with a 'Sense of Pride' in themselves and their school.
- Mental health and well-being Policy
- Open door policy
- SMSC embedded in lessons
- Whole school and year group assemblies embedding values based education.
- Learning Coaches for any vulnerable pupils
- Mini Mentors at play time
- Groups to develop Social skills and enhance self-esteem - eg Growth Mind-set, Art therapy
- Access to specialist support e.g. Paving the Way, School Nurse, CAMHs through referral, The Primary Mental Health Service
- Trained Emotional Literacy Support Assistants (ELSAs) may work with individuals; one allocated per year group with ring-fenced time plus HLTA (Inclusion) as supernumerary across school.
- Home/School liaison: Home/School contact book
- Shared target setting
- Visual timetables/cues
- Strong ethos of pastoral care and emotional well-being
- Anti-Bullying Policy and procedures in place
- Preparation for transition to new classes or to high school
- Peer Tutoring to support social and emotional skills as well as academic
- Lunchtime and after-school clubs e.g. football, gymnastics, choir, athletics etc.
- Staff trained to use social stories
- Shared outcome setting at parents' evening/review meetings
- E-safety and cyber bullying is addressed at an age appropriate level
- Year 6 Prefects
- School Council Representatives
- Eco Representatives
- Behaviour contracts
- School focus on primary mental health care
- C-POMS - tracking for safeguarding & pastoral care.
- The Early Help Assessment Tool (EHAT) is used to support those families where wider needs are impacting upon a pupils' well-being and progress. Referrals into the Vulnerable Pupil Panel (VPP) are also made in conjunction with parents to enable us to work with the wider Cognus Inclusion team. This supports families and helps to access additional Borough-wide support as well signpost them to specific parent programmes.

Accessibility to Premises and Facilities

- *What facilities are in the school to assist children with disabilities move around the building and take part in lessons?*
- *How do I know my child will be able to access all lessons ?*

- Access by wheelchair into school via the ramps is available at the front and back of the school.
- Parking facilities are available for access when needed.
- Two disabled toilets are available.
- The School is an old 2-storey building without lifts, which means access to the upper floor is via extended stairways, which would need to be negotiated to reach the facilities on the upper floor.
- These stairways have extended handrails and ridged tactile flooring at the base of each flight of stairs.

- Access stairs, ramps and entrances have been provided with hand- rails and ridged tactile flooring to support various disabilities including the visually impaired.
- Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons
- School can refer to specialist services to seek advice regarding areas such as seating assessments
- Reasonable adjustments are made to ensure individuals are able to access learning e.g. leaving lessons slightly earlier/ buddy to help
- Transition preparation
- Duties under the Equality Act 2010
- At SPJS we have a school accessibility policy that can be found on the policies page of our website <https://www.spjs.org/policies.php> Within this policy it covers the following three areas:
 - Increasing the extent to which pupils with disabilities can participate in your curriculum
 - Improving your school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services you provide or offer
 - Improving the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities.
- Our admission policy states that pupils will be admitted to the Junior School, without reference to gender, ethnicity, disability aptitude or ability. <https://www.spjs.org/admissions.php> Parents may wish to apply for a place under 'exceptional circumstances' where there are compelling medical or social reasons why the child should particularly attend SPJS. Parents must fill in the school's supplementary form if this is the case.

Working with others

- *Who does the school work with?*
 - *how are these accessed*
 - *referrals; criteria*
- *How does the school work with other agencies?*
- *How will I be informed?*

- Stanley Park Junior School works with a number of services including:
 - Educational Psychology Service
 - Sensory Impairment Service
 - Paving the Way Team
 - Speech Language and Communication Needs Service
 - Autism Service
 - Adapt to Learn (autism)
 - Speech and Language Therapy
 - Special Educational Needs (SEN) Team at the LB of Sutton
 - Occupational Therapy (Cognus & Dot OT)
 - Primary Mental Health Service
 - School Nurse
 - Child and Adolescent Mental Health Service
 - Children's Services
 - Jigsaw4U
 - Social Care/ Targeted Early Help
 - Borough Attendance Officer
 - SENCOs of Infant and Secondary Schools
 - Senco Cluster groups and network
- All the above services are accessed through a referral system, referrals being made either by school or other professionals, e.g. medical
- The SENCO liaises with class teachers, school leaders, other professionals and parents to

prioritise referrals.

- Referrals to services may also come about following Pupil Review meetings
- Staff (usually the SENCO) discuss the referral to a service with parents/carers
- Outside agencies have their own referral criteria
- Recommendations and expected outcomes are shared with parents and strategies/interventions to meet those outcomes are planned
- Voluntary sector

Transition

- *How will the school help my child settle with confidence and manage change as they move between schools and year groups?*

MOVE BETWEEN SCHOOLS

- Transition Meeting in School for parents for children in Year 2 transferring to Junior School held in summer term, where parents have the chance to meet the Year 3 Teachers personally
- Year 2-3 Transition Booklets and power-points
- Year 2 children visit Year 3 and their new teachers
- Additional visits to new school arranged for vulnerable pupils - both Infant and Secondary Schools depending on latest Covid regulations
- Transition Booklets provided with photos of new year team staff for all pupils
- Identified and vulnerable pupils - extra groups eg art therapy
- Curriculum meetings take place at the beginning of the year where parents have the opportunity to meet their child's new teacher
- SENCO meets with the Infant SENCO to pass on all relevant information
- SENCO may visit and observe identified pupils in the Infant School
- SENCO attends the SEN Secondary Transfer Day or holds virtual meetings with secondary sencos to ensure efficient handover for pupils.
- Transition groups are set up for Year 6 pupils to support their transition into year 7
- Staff from Secondary Schools meet with staff at Junior School and pupils
- Induction Days for Year 6 pupils at their new Secondary School (virtual if Covid regulations recommend)
- Communication with parents/carers
- Transition preparation across Year 6
- Individual arrangements are made for children with particular needs in all year groups.

TRANSITION BETWEEN YEAR GROUPS

- Transition meetings between teachers to ensure continuity
- Transition meeting with SENCO and teachers to share SEN information
- Class activity with new teacher
- Familiarisation with adult support and pupils where necessary
- Extra transition support set up for pupils if required

Other Headings and Comments

The Complaints Procedure

Complaints about SEN provision in our school should be made to the class teacher in the first instance. The procedure is firstly that the class teacher attempts to resolve matters, then if required the Assistant Head/SENCO and/or Deputy Headteacher and/or Headteacher become involved. They will then be referred to the school's complaints policy. If the complaint is still unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act. The Governing Body will consider the complaint, after which, if necessary the Local Authority will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding exclusions, provision of education and associated services and making reasonable adjustments, including the provision of auxiliary aids and services

Web-link to the school website: www.spjs.org

The following policies (and others) can be accessed via the school office:

- Complaints Policy
- Inclusion policy
- SEN policy
- Safe-guarding and Child Protection Policy
- Looked After Children Policy
- Gifted and Talented Policy
- Curriculum Policy
- Assessment policy
- Teaching and Learning Policy
- Equalities Policy
- Induction Policy
- Behaviour and Anti-Bullying Policy
- E-Safety Policy
- Medical Needs Policy
- Mental Health and Well-being Policy