

# Forefield Junior School



**Meeting the Needs of Pupils with  
Special Educational Needs (SEN)  
and Disabilities (SEND)**

## **Definition of SEN**

‘A child or young person has SEN if they have a learning difficulty 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 a significantly greater difficulty 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 sage in mainstream schools, or mainstream post 16 institutions.
- A child under compulsory school age has special educational needs if they fall within the definitions at (a) or (b) above or would do so if special educational provision was not made for them.’

### **(Code of Practice September 2014)**

Forefield Junior School is an inclusive school and may offer the following range of provision to support children with communication and interaction difficulties, cognition and learning difficulties, social, mental and emotional health difficulties or sensory or physical needs.

All pupils at Forefield Junior School receive Quality First Teaching. However, for some pupils it is recognised that further additional support may be needed to help them achieve their targets. The range of support deployed will be personalised to meet a specific individual’s needs. A pupil’s needs will be identified through thorough assessment by internal or if necessary external agencies and in accordance with the schools budget. We promote pupils working towards becoming independent and resilient learners.

#### **Information and Guidance**

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

<p><b>Class Teacher</b></p>	<p>You should speak to the class teacher first if you have concerns about your child's progress. You may then be directed to the SENCO. The subject teacher is responsible and accountable for providing Quality First Teaching including –</p> <ul style="list-style-type: none"> <li>• Adapting, refining and differentiating the curriculum to respond to strengths and needs of all pupils.</li> <li>• Monitoring the progress of pupils and liaising with the SENCO to plan any additional support/intervention, planning and delivery of any additional support/ intervention required.</li> <li>• Contributing to devising personalised support plans to prioritise and focus on the next steps required for your child in order to make progress.</li> <li>• Applying the school's SEN policy.</li> </ul>
<p><b>Special Educational Needs Coordinator (SENCO)</b></p> <p><b>Mrs Barton</b></p>	<p>Mrs Barton is responsible for</p> <ul style="list-style-type: none"> <li>• Coordinating provision for pupils with SEN and developing the school's SEN policy.</li> <li>• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.</li> <li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li> <li>• Monitoring progress and effectiveness of provision. □ <u>Ensuring that parents are:</u></li> <li>• Involved in supporting their child's learning and access.</li> <li>• Kept informed about the range and level of support offered to their child.</li> <li>• Included in reviewing how their child is progressing.</li> <li>• Consulted about planning successful movement (transition) to a new school.</li> </ul>
<p><b>Head Teacher</b></p> <p><b>Mr P Swift</b></p>	<p>Mr Swift is responsible for: The day to day management of all aspects of the school, including the provision made for pupils with SEN</p>
<p><b>SEN Governor</b></p> <p><b>Mr G Okafor-Ross</b></p>	<p>Mr Okafor-Ross is responsible for: Supporting the school to evaluate and develop quality and impact of provision for pupils with SEN across the school.</p>
<p><b>School Nurse</b></p> <p><b>Laura Slattery</b></p>	<p>Laura Slattery is responsible for: Health promotion, advice, signposting to other services, active treatment/procedures, education, support, protection, safeguarding and service co-ordination. The school nurse works in partnership with other agencies and as part of a multidisciplinary team to support the health and well-being of school-aged children.</p>

## **How does Forefield Junior School identify pupils with a Special Educational Need?**

### **How can I find out about how well my child is doing?**

As part of the Sefton Agreement, Forefield Juniors provides a minimum offer in terms of Quality First Teaching. This ensures that all pupils will access good quality inclusive teaching that provides reasonable adjustments to accommodate learning difference.

As part of the Quality First Offer, on-going monitoring takes place by class teachers to identify pupils who are not making expected progress or who have needs that are affecting their ability to engage in learning activities. Forefield Junior School teachers differentiate and make reasonable adjustments according to individual need.

If a pupil is not making progress with Quality First Teaching then there may be a need to refer the pupil to the SENCO, where a support plan can be put in place. After gathering information about the pupil from a variety of sources (teacher, pupil, parent, outside agencies) in order to develop an accurate picture of the pupils' needs, attainment, projected targets, motivators, and how they respond to teaching approaches. Where it is felt necessary, a bespoke support plan will be put together with defined outcomes. The views of the pupil about their support will be given consideration at this stage.

Short-term and long term targets are agreed which prioritise key areas of learning to address and by which progress can be measured/monitored. These targets will be discussed with parents/carers. The SENCO may request further assessment from outside agencies and their advice and recommendations are included in the support plan. Actions agreed take into account each pupil's strengths as well as their learning differences. Targets will be reviewed in October, February and July and a further plan can be devised if required to enable the pupil to achieve their next steps in learning.

In some cases additional resources may be allocated including additional adult support. This support is deployed to ensure that the pupil makes progress and can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

The class teacher manages the plan and suggested actions. They are accountable for the outcomes and therefore will discuss with the SENCO if they feel the plan is not working.

Formal parents' evenings are held termly and in some cases Annual Review Meetings. This gives the opportunity to discuss provision and progress involving parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Different assessments will be used according to the needs of the pupil. Support arrangements will be updated and revised accordingly. If not involved already, this may include referral to appropriate external agencies. The outcomes of these meetings will be formally recorded and a further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning.

If a pupil continues to have significant difficulties after a period of intervention, further external expertise may be requested. An application for High Needs Funding may be made if the cost of support exceeds the school's delegated budget. If the pupil is still not making progress despite the school having taken relevant and purposeful action over time, then the parents and or school can make an application for an Education Health Care Assessment.

For some pupils additional arrangements will be made to enable them to fully access the curriculum including the sitting of the Key Stage Two SATs.

### **Curriculum and Teaching Methods (including groupings and interventions)**

#### **How will teaching be adapted to meet the needs of my child?**

As part of the minimum Quality First Offer teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Lesson planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Teachers set different tasks for pupils of different abilities; allocate additional help and support to certain pupils in the class, set open ended tasks and allow pupil response at different levels and through alternative means of recording.

Quality First Teaching is monitored through tracking academic progress with all subject areas on a termly basis. Any concerns about progress are referred to the SENCO. Quality First Teaching is developed through Continual Professional Development, Curriculum Area Review Programme and Appraisal.

Additional adults may be utilised to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on additional adult support.

### **Use of Teaching Assistants and Intervention to Enhance Quality First Teaching**

Teaching Assistants enhance Quality First Teaching. Teaching Assistants, under the direction of the teacher ensure pupils can access what is being taught. There may be times when specific individual support is required to ensure the pupil can access learning. The pupil may have sensory or physical needs or communication and needs.

In addition, direct teaching to target specific skills may also be provided in the form of intervention. The interventions last a term.

Examples of when pupils have support to additional learning support staff:

- Core subject delivery
- Other curriculum areas
- Small group intervention in and out of class e.g. Phonics and guided reading □ One to one sessions to work on specific skills e.g. Reading or auditory memory.
- Modelling behaviours
- Support with tasks when differentiation is not possible
- Chunking instructions
- Support during unstructured times
- Scribing work

#### Strategies/programmes to support Speech and Language.

- Speech and Language therapist advice is disseminated and followed by teachers and teaching assistants
- Specific differentiation or modification of resources e.g. Symbols, practical hands on activities, use of communication aids.
- Speaking and Listening groups.

#### Strategies to support/develop Literacy including reading

- Focussed reading sessions with groups or paired reading
- Small group reading
- Small group phonic sessions
- Access to structured programmes e.g. Better Reading Partnership, Toe by Toe, Wordshark, Attack Spelling
- Small group to develop handwriting skills – ‘Write from the Start’.
- Access to Specialist teacher

#### Strategies to support/develop numeracy

- Access to structured programmes – Power of Two, Plus One, Maths Recovery
- Ability setting in some year groups for basic skills

#### Provision to facilitate/support to access the curriculum

- Additional support from a Teaching Assistant
  - Differentiation or modification of resources including:- Organizational support
- Overlays  
Mind Maps  
Colour Coding Information  
High Lighter Pens  
Post It Notes,  
Visual Strategies to Support Verbal Input  
Subject Specific Wordbanks  
Pencil grips  
Writing slope  
Multi-sensory approaches to learning

#### Strategies/support to develop independent learning

- Diaries
- Alternative methods of recording
- Time provided for pupils to process language
- Clear and simple instructions
- Opportunities to work independently without interruption

## **Social and Emotional Needs**

Strategies to support the development of pupils' social and emotional issues:

- Small group programmes e.g. Social skills, social stories
- Buddies for transition
- Regular 'celebration of success' opportunities

Strategies to reduce anxiety/promote emotional well-being (including communication with parents)

- Transition support, visits and events
- Regular contact and liaison with parents
- Work stations
- Home/School Diary

Strategies to support/modify behaviour

- School reward and sanctions as set out in the School Behaviour Policy

Support/supervision at unstructured times of the day including personal care

- Break time and Lunch time support
- Trained staff supervising during break times

Planning, assessment, evaluation and next steps

- Whole school Provision Map
- B Squared
- Personal Support Plan-termly review
- Whole school pupil tracking
- Intervention programmes
- Fisher Family Trust data analysis

## **How Accessible is the Environment?**

Forefield Junior School is a mainstream primary school on one level adapted for access by pupils with physical disabilities. If a pupil is known to have a disability prior to admission to Forefield Junior school the SENCO will work with the Inclusion Consultant, parents, to ensure a smooth transition. All preferences expressed for Forefield Junior School on the Admission Application Form will be considered using an Equal Preference Scheme. All Schools in Sefton have agreed this scheme.

Physical access in Forefield Junior School includes:

- Wheelchair access throughout school
- A specially adapted toilet
- Ramps on the yard

<p>Access to strategies/ programmes to support occupational/physiotherapy needs</p> <ul style="list-style-type: none"> <li>• Advice from professionals disseminated and followed</li> <li>• Purchase and use of any recommended equipment and resources within the parameters of the school's budget.</li> </ul>
<p>Access to modified equipment and ICT</p> <ul style="list-style-type: none"> <li>• Specialist equipment as required on an individual basis to access the curriculum either purchased within the school's budget or loaned from an agency.</li> </ul>
<p>Access for pupils with medical needs</p> <ul style="list-style-type: none"> <li>• Training has been provided by specialist nurses and advice from professionals disseminated and followed for a range of medical needs. Refresher training and further training is arranged and provided.</li> </ul>

### **Partnerships with External Agencies**

#### **What support from outside does the school use to support my child?**

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Sefton Special Education Needs and Inclusion Service (SSENI) – who work with schools to provide:

- Strategies to ensure access and enhance progress.
- Support with bespoke support plans.
- Carry out specialist assessments and provide feedback.
- Provide training

Education Psychology Service

Physiotherapy Service

Occupation Therapy Service

Speech and Language Therapy Service

Child and Adolescence Mental Health Service (CAMHS)

Paediatric Services

OSSME

School Nurse

Liaison/Communication with Professionals/Parents/Carers, attendance at meetings and preparation of reports

- Regular meetings as required with class teacher and/or SENCO

- Two Parents Evenings
- Referrals to outside agencies as required

## **Transition**

### **How will the school help my child move to new a new class/year group or to a different school?**

#### **Pupils transferring from another school:**

##### **From Forefield Infants –**

- Class Teacher meets with the current Infant Teacher to share information
- The SENCO will contact the Infant SENCO to discuss pupils with specific needs
- Year Two pupils are allocated a Year 4 buddy and four sessions take place where pupils can meet their buddy, familiarise themselves with the Junior School and ask any questions.

##### **From a different school infant/junior school-**

- A tour of the school with Head Teacher or Deputy Head and meet the class teacher
- Contact will be made with the previous school to gain information about the child's needs.

#### **When moving to another school:**

We will contact the school SENCO and share information about provisions that have been made to help your child achieve their learning goals.

Additional transition visits will be arranged if felt appropriate.

We will ensure that all records are passed on as soon as possible.

In some cases additional multi-agency meetings may be arranged to create a more detailed 'transition' plan which may include more visits to the new school and/or additional visits from the new school staff.

#### **Year 6-7 transition**

The SENCO will attend the Primary/Secondary Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more 'enhanced' transition plan which may include a few visits to your choice of secondary school.

#### **Moving classes/forms in school**

An information sharing meeting will take place with the current and future class teacher. Pupils may be taken to meet new teacher if required.

### **Staffing Expertise**

#### **How skilled are the staff in meeting the needs of my child?**

Forefield Junior School has achieved the 'Dyslexia Friendly School Status'.

Training Needs are reviewed regularly and training provided if and when required.

The SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and polices to support pupils with Special Educational Needs.