



Airedale Junior School SEND Information Report

Head Teacher: Mrs Katie Robinson
SEND Co-Ordinator: Mrs Julie Hall
Governor with responsibility for SEND: Stephen Groves

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Age Range of the school: 7-11 years

Funding: The funding for SEND is contained within the schools budget. Additional funding can be applied for by the school for children whose needs are more severe and complex.

Welcome to our special educational needs and disability (SEND) information pages. The aim of these pages is to explain how staff at Airedale Junior School are able to support children with special educational needs and disabilities.

We are an inclusive school and believe that all children should be valued and treated with respect. The school uses its best endeavours to ensure that the provision for **all** its pupils is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers. We are working to achieve this in variety of different ways.

What is "Special Educational Needs"?

'A child or young person has SEN 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:

(a) have a significantly greater difficulty in learning than the majority of others of the same age;

or



(b) 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 schools or mainstream post -16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)' (SEN Code of Practice 2015 xvi (see also 1.8))

What is a Disability?

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments. It also includes those children who have difficulties with social, emotional and mental health.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

Who are the best people to talk to in school about my child's difficulties with Learning and Special Educational Needs?

The SENCo

Responsible for:

- Coordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning *e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapists etc.*
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.



Class/Subject Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo/Head Teacher know as necessary.
- Writing Support Plans (formerly called an IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Head Teacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN and Vulnerable Groups Governor is Stephen Groves

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND

What are the different types of support available for children with SEND at Airedale Junior School?

Quality First Teaching- excellent targeted classroom teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.



- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Wave Two teaching: Specific group work, within a smaller group of children.

This group, often called 'intervention groups', may be

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching Assistant or Higher Level Teaching Assistant who has had training to run these groups.
- Your child may be involved in Pupil Profile/Support Plan work (formerly called an Individual Education Plan) to specifically address barriers he/she has in learning.

Stages of SEN (Code of Practice)

Following the SEN Code of Practice, our school uses a graduated approach when meeting the needs of children with SEN. For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning. Your child's class teacher will be making these changes on a daily basis in order to ensure that all the children in the class can make the most of the learning experiences presented.

SEN Support

For some children this may not be enough to help them make adequate progress and they may need something which is 'additional to and different from' that which is normally provided for all children. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs.

SEN Support with Additional External Support

For some children this may not be enough and the school, with your agreement, will make the decision to increase the level of support provided. This simply means that the school have decided to involve some external professionals or agencies to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning.

Education, Health and Care Plan



Only a very small percentage of children require support of an additional nature beyond this. If your child has very particular barriers to learning (this includes physical needs, learning needs and emotional, social and behaviour needs), the pupil may require an Education, Health and Care Plan (EHCP) (Formally known as a Statement of Special Educational Need). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN action
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHCP. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- This type of support is available for children whose learning needs may be severe, complex and lifelong.

Who are the people providing services to children with SEN at Airedale Junior School?

Directly funded by the school:

- Teaching Assistants
- Learning Mentors
(many with individual specific skills to support a wide range of specific needs)



Paid for under a service level agreement to the Local Authority/other agencies but delivered in school:

- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by the Health Service but paid for by the Local Authority).
- Communication, Interaction and Access Team
- Educational Psychology Service
- CFIT- to support social, emotional and mental well being
- Social, Emotional and Mental Health Team

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Dental Care

Other agencies that support school and families

- Social Services
- The local community police
- Children First Services (formally the Early Help Hub)

What happens if my child requires extra support or I am concerned about progress?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCo/Deputy/Assistant Head Teacher, or Head Teacher
- If you are still not happy you can speak to the school SEND Governor (Stephen Groves)

What extra-curricular activities can my SEND child take part in?

All our extracurricular activities are open to all pupils. As a school we make all the necessary adjustments to ensure any child wishing to take part in extracurricular activities can.

How will my child's learning needs be assessed and their progress monitored?



- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and an attainment and progress measure collected in reading, writing and maths.
- If your child is aged 7 years and above, but is not yet working at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- Wakefield Progressions Steps are also used to track progress and attainment.
- At the end of the key stage (i.e. at the end of Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- All children at Airedale Junior School identified as having a special educational need or disability will have a Support Plan and Profile Page. This will be reviewed with your involvement every term and a plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENCo's job is to support (or sign post to further support) the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from School nursing, Behaviour Support, Speech and Language Team.
- The SENCo has a national qualification and accreditation or undertakes it within three years of being in post.

How is Airedale Junior School Accessible to Children with SEND?

- Although an old building, Airedale Junior School is a recently refurbished school, which can be accessed all on one level. Only minor adjustments are required based upon the specific needs of pupils. That said, there are times in which the footprint of the building may not favour all pupils. We will consult with inclusion specialists, to ensure that the environment is suitable for all learners and respond appropriately. In some extreme circumstances, this may include referral to alternative provision if this is in the best interest of the child.



- We also have members of staff in our Academy who speak other languages, so for those parents/carers who require further support with language, school can accommodate their needs. This is not exclusive to our SEND pupils.
- If parents have difficulties with transportation to and from school/to meetings and for appointments, with regard to SEND, the Learning Mentor team will make arrangements to support this.
- Access arrangements for Statutory Assessments at the end of Year 6 are applied for in line with the DFE requirements. Parents, carers and children are involved fully in this process. This might include provision for enlarged text, additional time, comfort breaks, a scribe or a reader.
- Please also refer to the accessibility plan on the school website

How do we evaluate the effectiveness of the provision for pupils with SEND?

By assessing and reviewing the services provided for pupils we can ensure that pupils make progress towards planned targets and outcomes. This is important to make sure that pupils are making progress; diminishing the difference between themselves and their peers and achieving targets set within the Support Plans and EHCP. Ongoing assessment of data with regard to pupil progress; with teachers, SEND coordinator and senior leaders ensures progress is being made. Regular reviews of Support Plans takes place with all families, professionals and learners to ensure that targets are shared with all.

Learning walks are planned to ensure quality first teaching is taking place in all classes and feedback is given to staff to ensure that best provision is being provided.

Review meetings are held termly for support plans and annually for EHCP. This ensures that the best provision is being provided and that targets meet the needs of the whole child and their needs. We acknowledge through these meetings and reviews that this is constantly changing and the purpose of these meetings includes updating files and information that may affect positively or negatively the progress a child may make.

How do I know if my child has special educational needs or disability?

There are four broad areas of need, which are outlined below. Your child may have needs in one area or more than one area. The guidance is used to help identify the most suitable provision for each individual child's needs.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not



understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Condition, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.



Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health - <http://www.sense.org.uk/content/social-care-deafblind-children-and-adults>. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

What support is there for my child's overall well-being?

We are an inclusive and nurturing school and we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. Children at Airedale Junior School are active partners in all aspects of school life. Their views are sought in a variety of ways and taken into consideration in all matters.

- The class teacher, Learning Mentor or PSA is the person to talk to regarding the pastoral, medical and social care of your child.
- Where additional support is needed, the class teacher/PSA/Learning Mentor will involve the SENCo, Head Teacher or other agencies.

Airedale Junior School acknowledge that incidents regarding bullying may cause a child to have a barrier to their learning. We have a zero tolerance to bullying, related to all pupils including those with SEND. We keep records about incidents and actions taken to resolve this should it occur.

How do we support and develop children's behaviour at Airedale Junior School

Airedale Junior School expects the very best from pupils and all staff are committed to developing the potential of all pupils in their care. We feel that good behaviour is an essential life skill which helps us all to deal with life's challenges and to build strong relationships with others.



As a school we use a positive approach to behaviour management with a clear reward system that is followed by all staff and pupils. Children are helped to understand the consequences when their behaviour does not match expectations.

If a child has behavioural difficulties a Behaviour Support Plan may be written in collaboration with the child and parents. The plan identifies specific issues, puts relevant support in place and set targets.

At Airedale Junior School we expect children to take responsibility for their own behaviour throughout the school day. We encourage them to talk to each other and try to work out their own solution to a problem. Adult support is provided where this is needed. Parents will always be informed of any serious incidents and will be fully included in finding a solution.

The attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the Head Teacher. Good attendance is celebrated throughout school.

How will you prepare and support my child when they enter or leave the school?

- We encourage all new children to visit the school prior to starting when they will be shown around the school and meet their class teacher. For children with special educational needs and/or disability we may arrange further visits and our SENCo may visit them in their current school.
- When children are preparing to leave us for a new school, typically to go to secondary school, we will arrange for your child to visit their new school. Staff from the secondary schools may also come to Airedale Junior School to visit your child.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health and Care Plan, staff from the receiving school will be invited to the review meeting prior to their transfer.

What arrangements are there for children who are Looked After by the Local Authority and have a Special Educational Need or Disability?

We believe that we have a special duty of care for all children in our school. This includes those children who are looked after by the local authority. We acknowledge that these children may require additional support to access the curriculum and make adjustments to ensure they can thrive both socially, emotionally and physically in addition to their needs as learners.



- We provide a safe and secure environment which values the potential and aspiration of all children.
- We aim to diminish the attainment/progress difference between Looked After children and their peers.
- We ensure that Looked After children with SEND have high aspirations for themselves and work with them so that they understand what this means and how this will lead them into adulthood.
- Where children are Looked After and SEND, the appropriate staff members attend meetings to update PEPs and Plans in line with local authority guidelines.

Who can I contact outside of school about SEND?

Autistic Spectrum Conditions :

- Young Minds: 0808 802 5544
- The National Autistic Society 0808 800 4106

Attention Deficit Disorder:

- Young Minds: 0808 802 5544

Dyslexia/Dyscalculia

- www.bdadyslexia.org.uk
- www.dyscalculia.org

Social emotional and Mental Health

- Child Line: 0800 1111
- Hopeline UK 0800 068 4141
- Beat: (eating disorders) 0845 634 7650
- Child and Mental Health Services (CAMHS)

Disability information: 0808 800 3333

Links to other School Policies

Please see our school website for downloadable copies of these policies:

- SEND policy
- Equality Policy
- Child Protection
- Safeguarding
- Health and Safety
- Intimate Care policy
- Medical Needs policy
- Behaviour policy
- Accessibility plan

Trust Wide Policies are also available at <http://www.northernambition.org.uk>



Who do I talk to if I have a complaint about SEND provision?

All complaints should follow Airedale Junior School Complaints Procedure which is available to download from the school website.

If you feel you need to talk to a member of staff, please contact the SEND coordinator: Mrs Julie Hall: jhall@airedale-jun.wakefield.sch.uk or telephone: 01977 556946