



Thomas A Becket Junior School

Special Educational Needs and Disabilities Regulation Report/Policy 2023/24

1. The kinds of special educational needs for which provision is made at our school.

Our school is a mainstream setting, we are an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate both effort and achievement. We want our children to achieve their best, become confident individuals and make a successful transition into their high school setting and beyond. Additional and/or different provision is currently provided in our school for children with a range of Special Educational Needs and Disabilities, (SEND) including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing/visual impairment, sensory processing difficulties, epilepsy, physical impairments.
- Communication and Interaction – Autistic Spectrum Condition, speech and language difficulties.
- Social, Emotional and Mental Health – Attention Deficit Hyperactivity Disorder, mental health needs

Our Assistant Headteacher (AHT) for Inclusion has many years' experience in the field of SEND, having worked as Special Educational Needs Co-ordinator (SENCo) in a range of different schools and as part of the West Sussex County Council Special Needs Support Service. Our SEND team has extensive experience and training in assessing children's needs, planning and implementing support/interventions and reviewing the impact of these programmes of support. All our staff are informed about the needs of new children joining the school. In some cases, staff will require training to meet the children's needs; this may be from specialist agencies, from our AHT, or other staff with relevant expertise. The school works closely with other local schools, sharing training opportunities.

2. Information about the school policies for the identification and assessment of children with special educational needs.

The school uses national benchmarks to assess how well children with SEND are doing; the expectation is that children with SEND within the school make as much progress as any other child without SEND. The progress is measured from the Key Stage 1 and tracked forward. Parents/carers are informed of their child's progress at parent consultation meetings and in the report to parents. For most children, their SEND has been identified before they reach our school in year 3 and their SEND records have been passed to us. The AHT meets with each class teacher early in the autumn term to discuss the children on the SEND register and any other children who the class teacher feels have a particular need based on assessment information received from their previous school/end of year assessment. In year 3, we carry out a Baseline Assessment early in the autumn term and we use this assessment information to inform any decisions about whether a child is placed on the SEND register at this point. Assessments we use to identify children with SEND include:

- Salford Reading Assessment
- Spar Spelling Assessment
- KS1 Common Exception Words check
- Baseline independent Writing Task
- Assessments from outside agencies. e.g. CAMHS, SALT, CDC.

If it is felt that a child has SEND then parents will be invited into school to meet a member of the Inclusion Team and the class teacher to discuss the child's needs and what is being put in place to support the child. If a parent thinks that their child has SEND, then they can make an appointment via the school office to meet with a member of the Inclusion Team and class teacher to discuss this.

3. Information about the school policy for making provision for children with SEND whether or not they have EHC Plans.

(a) How the school evaluates effectiveness of its provision for such pupils;

- The AHT for Inclusion/SENDCo meets the AHTs for Y3-6 at data capture points across the year to look at the impact of interventions and Learning Support Assistant (LSA) support on groups of children including those identified as SEN Support and pupils with an Education Health Care Plan. (EHCP)
- Those LSAs who run specific interventions monitor the impact that these interventions have on the children in their groups and this information is then discussed with the AHT for Inclusion/SENDCo and the AHTs for Y3-6.
- A child with an EHCP has a Pupil Learning Plan (PLP) with targets linked to the objectives/outcomes on the plan. A child at SEN Support also has a Pupil Learning Plan (PLP) and a child with behaviour needs has a Therapeutic Support Plan (TSP). Pupils with needs in both these areas will have both an PLP and a TSP. These are reviewed three times a year and the AHT for Inclusion or the SENDCo meets with each class teacher to look at specific targets for individual children. At these meetings the class teacher will discuss the progress the children are making and may ask the AHT for Inclusion or the SENDCo for more specific advice on individual children or discuss a referral to an outside agency.
- AHTs for Y3-6 meet with their team of teachers/LSAs to review progress of pupils with SEND and discuss the needs of individual children, this happens more formally at Pupil Progress/Appraisal meetings and informally during other meetings throughout the year.

The school has a SEND governor who meets twice a term with the AHT for Inclusion and the Governors receive a SEND report at their Full Governing Body meeting each term.

(b) The school's arrangement for assessing and reviewing the progress of children with SEND;

The AHT or SENDCo meets with each class teacher in September, February and July to discuss the pupils on the SEND Register and their draft PLP, which includes targets/outcomes that the pupil will be working towards; they also discuss the provision needed for the pupils to achieve the targets/outcomes. Prior to this meeting the teacher will have discussed the targets with the pupil and included any targets/outcomes that they feel are important. At any other point in the year the class teacher can raise concerns about children's progress and whether or not they need to be placed on the SEND Register.

There are pupil progress meetings in each year team after the data capture points (3 times per year), the AHT/SENDCo also meets with each year team/SLT to discuss any children with SEND who are not on track and may need further intervention. There are assessment points each term which provide tracking information in order to ensure that pupils are making the expected progress. These assessments provide information that allows the AHT/SENDCo to evaluate the impact of any interventions in place.

The Inclusion Team, which includes the AHT, SENDCo, the Social, Social, Emotional and Mental Health Assistants (SEMHA) and the SEND Administrator all meet on a weekly basis. Teachers can refer pupils who they have specific concerns about related to progress, learning and emotional well-being or who may need additional assessments. These pupils are discussed and a course of action is planned and reviewed in order that these pupils make progress, this is shared with parents.

(c) The school's approach to teaching pupils with SEND;

The class teacher will provide daily quality first teaching which has been planned to support the range of individual needs within the classroom. If a child is receiving support from an outside

agency e.g. Speech and Language, then a range of strategies supplied by the agency will be put in place to support the child.

Our team of teachers and LSAs work closely together to meet the needs of the individual child in order to maximise the learning potential for all our children. They are used in a variety of ways to either support children 1:1, in a small group or to cover the class in order that the class teacher can provide 1:1 or small group support. We teach a differentiated curriculum to ensure that the needs of all children are met, and implement PLPs with specific targets/outcomes of which all staff are aware. A large number of intervention programmes are in place for children who require additional support e.g. 'Read, Write, Inc', 'Fresh Start', 'Jump Ahead', 'Hand Skills' etc.

Maths is set by ability and within those groups the learning is differentiated to meet the individual needs of the children. The lower group, which in some cases contain a higher proportion of children with SEND, have more LSA support in them. In literacy sessions, which are part of the thematic approach across the school, the learning is also differentiated either by task or outcome. Learning is adapted for different children according to their needs, for example children who struggle to organise their writing may have a writing frame to help them to structure their writing. They will also have writing tools. e.g. a list of high frequency words, sentence openers, suggested conjunctions etc. which will support the writing process.

(d) How the school adapts the curriculum and learning environment for children with SEND;

We recognise that quality first teaching alongside a creative curriculum that is differentiated to allow children to access it at the correct level will have the biggest impact on the progress of children with SEND. We provide effective learning opportunities for all children by setting suitable learning challenges, responding to children's diverse needs and overcoming potential barriers to learning for individuals and groups of children. Where pupils have difficulty following the mainstream curriculum they may follow a modified curriculum if appropriate.

We have a sensory trail set out across the school in order to support children to regulate and be in the green zone ready to learn within the classroom.

Children with more complex needs may need further adaptations, we aim to make reasonable adjustments to meet a range of SEND, for example a child with a visual impairment may need access to a CCTV or an individual laptop, children with a hearing impairment may need access to an acoustically adapted classroom.

(e) Additional support for learning that is available to children with special educational needs;

The decision about how much support and what type of support a child has is made on an individual basis and according to the needs of the child and in discussion with the parents. The provision is outlined in the PLP and shared with parents at the meeting in the Autumn Term. If there are any changes to the support during the year then parents are informed.

The Senior Leadership Team, School Business Managers, governor responsible for SEND and the finance governor meet to discuss the budget and the provision needed to meet the children's needs. The AHT or SENDCO/class teacher will meet parents/carers at least three times per year to discuss their child's support and share the PLP. As all children's needs are different, we have to be flexible in the way we meet them. We have regular meetings to discuss progress in school and these involve all staff who are involved with the child and any outside agencies if appropriate. As part of the general school budget we receive funding to support children with SEND. In cases where a child has more complex needs we may request extra funding, in this case the funding is used solely to meet the needs of this individual child.

The school receives a SEND budget from the local authority. We review this annually and the school spends additional money to further support the children. Pupil Premium funding is also used to support eligible pupils to ensure they make good progress.

In year 6 when children undertake National Curriculum Tests (commonly known as SATs) in English and Mathematics, children with SEND are considered for extra support as part of the access arrangements. The criteria for this changes annually but access arrangements have included allocating a reader or scribe to a pupil or allowing extra time for the test if they fit the set criteria.

(f) How the school enables children with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

We are committed to including all children in all aspects of school life including educational trips. Where there are concerns around safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to enable the child to engage in the activity. Parents/carers would be consulted and involved in this process.

(g) Support is available for improving the emotional and social development of children with special educational needs;

The pastoral team around the child consists of the class teacher, Learning Support Assistants, Social, Emotional and Mental Health Assistants, AHTs for Y3-6, SENDCO, AHT for Inclusion and the Senior Leadership team. All play their role in supporting the child's emotional well-being. The classteacher/LSAs work with children in class to address most of the emotional health needs a child experiences, aspects covered in these groups include Social Skills, Self Esteem, Transition to High School etc. The SEMHAs work with children with more complex needs in 1:1 sessions to remove any barriers to their learning e.g. issues relating to divorce, separation, bereavement etc.

As a school we have commissioned a counselling service for children with more complex needs which provides a safe and secure environment for children to explore their feelings and their past. If a child has medical needs we have a number of staff who are first aid trained. We have one member of staff with responsibility for Care Plans for specific children and who has responsibility for the administration of medication in school.

Those children with very specific behaviour needs have Therapeutic Support Plans in place to ensure that all staff are consistent in their approach to that child. These are regularly reviewed and updated as circumstances change. This process happens alongside parents/carers.

Good attendance is crucial in order for children to make progress. The school works closely with parents/carers to address attendance issues.

The SLT and Inclusion Team monitor attendance carefully and will contact and arrange meetings with families when appropriate.

4. Name and contact details of the SEND coordinator.

Mrs Sandie Saunders, the Assistant Headteacher for Inclusion, or Kristie Lyne the school SENDCO can be contacted through the school office- 01903 206127/01903 202268.

5. Information about the expertise and training of staff in relation to children with special educational needs and how specialist expertise will be secured.

Individual teachers/Learning Support Assistants are provided with specific training relevant to their role within the school and related to SEND. We have 3 trained Mental Health First Aiders to support mental health.

Some whole staff training is provided on:

Attachment Disorder

Behaviour Management

Attention Deficit Hyperactivity Disorder

Understanding Autism

Positive Handling

Speech and Language

Dyslexia

Phonics

Handwriting/Handskills

Sensory Processing
Anxiety
Mental Health concerns
Lego Therapy

We can access a range of outside agency support through a referral and consultation process, these include: Educational Psychologist (one meeting per year only to discuss pupils), Speech and Language Therapist, Occupational Therapist, Child and Adolescent Mental Health Service, School Nurse Team, Autism and Social Communication Team(ASCT) and the Learning Behaviour Advisory Team(LBAT). We have commissioned the services of a counselling service to provide professional support for some of our children with more complex needs.

6.Information about how the equipment and facilities to support children with special educational needs will be secured.

We have an Accessibility Plan in place and make reasonable adjustments to improve accessibility in order to meet individual needs. We have disabled toilets, changing facilities and a lift in one part of the building to enable access to the first floor. Where access is more difficult we use portable ramps. Any pupil or adult who requires extra support to move around the building has a Personal Emergency Evacuation Plan in place to ensure that they can leave the building safely during an emergency.

Adaptions have been made to the auditory and visual environment to ensure that the building is accessible; these are made on an individual needs basis following advice from the Sensory Support Team when an environmental audit has taken place.

We have access to interpreter's services to ensure inclusion for any parents whose first language is not English and also provide an interpreter for any hearing impaired parents/carers.

The school has a disabled parking bay at the front of the building and in the rear car park.

7. The arrangements for consulting parents of children with special educational needs about and involving them in their education.

Parents/carers will be offered a meeting three times a year with the Assistant Headteacher for Inclusion/SENDCo and the class teacher to share the PLPs and TSP in order to discuss and review targets. These meetings are used to discuss the effectiveness of the provision and its impact on the progress the pupils have made and are making in terms of achieving their targets/outcomes. For those children with an EHCP the parents/carers are invited to the Annual Review to discuss the objectives on the statement/plan and targets for the coming year.

The progress of pupils with SEND is discussed with parents during parent consultation meetings in the Autumn, Spring and Summer term, the annual report to parents in the Summer term also provides information about how the pupils are progressing.

At any other point throughout the year parents/carers are welcome to make an appointment with the class teacher or the AHT for Inclusion to discuss their child's progress.

Some children benefit from a home/school link book or regular email communication so that parents/carers and school can discuss how the child's day has been and any issues from home that school needs to be aware of. This can be arranged on an individual basis if both parties feel that this would be beneficial.

There is an opportunity at the beginning of the school year to meet the new class teacher and, in some cases, extra transition arrangements are put in place to enable the child to move smoothly from one class to the next.

We seek to work in a close and mutually supportive partnership with parents/carers. There are several ways that parents/carers can become involved: as a parent helper in the classroom, supporting on educational visits, by joining the Friends of the School, by becoming elected as a Parent Governor. More information about all of these routes is available via the school office. Parents'/carers' views are also sought in the annual parent questionnaire and via Parent View through the school's website.

8.The arrangements for consulting children with special educational needs about and involving them in their education.

As part of the school monitoring procedures we seek the views of children with SEND and discuss the support that they receive and give them an opportunity to talk about what works best for them. Children are involved in the target setting and review process when PLPs and TSPs are written and reviewed, we also ask that parents/carers share these plans with the child so that they can see we are all working together to achieve the targets.

9.Any arrangements made by the governing body relating to the treatment of complaints from parents of children with special educational needs concerning the provision made at the school.

If a parent/carer is concerned about their child, they need to contact the school immediately. They can either contact their child's class teacher, AHT, SENDCo or the Headteacher. We aim to resolve any concerns quickly by working together to find a solution, however if a parent wishes to make a formal complaint the Complaints Policy is available on the school website.

10.How the governing body involves other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of children with special educational needs and supporting the families are such children.

We use every opportunity to involve any other outside agency to support the children and their families. We make referrals to the Integrated front Door(IFD) when appropriate and work with the family to fulfil any aspects of the plans that are put in place for the child and family - this includes aspects of any Early Help Plans, Child Protection or Child and Family Plans. The school has a meeting with the Dedicated Schools twice each term to review progress of Early Help Plans and discuss attendance for those children who the school are concerned about. The school also meets with the Learning & Behaviour Team (LBAT) and the Autism and Social Communication Team (ASCT), each term to discuss pupils, receive advice and agree on which pupils may benefit from a referral.

11.The contact details of support services for the parents of children with special educational needs.

If a parent/carer is worried about their child's progress and thinks that their child may have SEND they need to discuss this with their child's class teacher. Following this discussion, they may need to meet with the Assistant Headteacher for Inclusion, (Mrs Sandie Saunders). An appointment can be made at the school office or by telephoning directly.

Advice and information on special educational needs

The West Sussex SEND Information and Advice and Support Service provide impartial advice and information to parents and carers of children who have special educational needs (SEN). send.ias@westsussex.gov.uk . Phone number:033022 228555

12. The school's arrangements for supporting children with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Our transition arrangements within school and between schools are excellent. When a child with SEND joins us the AHT/SENDCo/class teacher will discuss their needs with the parents/carers and the SEND team at the previous school. Where appropriate, the adults who will be supporting or working with the child will visit the school and observe the child in this setting, they will discuss the child's needs and how best to support the child. Extra visits can also be arranged to ensure that the child is familiar with their new surroundings. A similar process is in place for those children transferring to High Schools in Y6. The AHT/SENDCo/class teacher meets with the staff at the school to which the pupils are transferring. A programme is in place for more vulnerable children, where extra visits are planned and a Transition Booklet is made to ensure that the child is as familiar with their new school as possible.

13.Information on where the local authority's local offer is published.

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the West Sussex Local Offer site at: westsussex.local-offer.org

14.Additional Information.

Admission arrangements:

The school follows the principle set out in the 'School Admissions Code' that came into force in September 2021, which makes it clear that all children and young people whose statement of SEN or EHC plan names the school must be admitted.

The admission of pupils with SEND but without EHC plans is handled in the same way as for all other pupils. Admission authorities must ensure that their arrangements will not disadvantage unfairly, or discriminate against a child with a disability or special educational needs.

Other relevant policies:

This report needs to be read in conjunction with the following school policies available either on the school website or as a paper copy by request:

Equality Policy

Inclusion Policy

Medicine Policy

Anti-Bullying Policy

Behaviour Policy

Equality for children with SEND

The above policies are in place to ensure that children with SEND are not treated less favourably than children without SEND. To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child which includes recognition of a range of educational, wellbeing and material outcomes.

Accessibly

Our school's accessibility plan is available on the school website and outlines adaptations made to the building to meet particular needs and enhance learning.