



Iver Village Junior School

Believe. Achieve. Succeed Together.



All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, special Educational Needs (Information) Regulations Clause 65.

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

To avoid duplication of information the Special Educational Needs Report will form part of the school's Local Offer.

At The Iver Village Junior School we strive to support **all** children to enable them to achieve their highest standards in a secure, safe, stimulating environment. Quality teaching is vital however for some children there are occasions during their school life when additional support may be needed to help them to make progress and achieve their targets.

SEN (Special Educational Needs) provision at The Iver Village Junior School is on an individual needs basis and is accessed after identification by the School. This comes from access, interaction in lessons; work in books, homework, pupil understanding, poor personal progress and from assessments.

Pupils are identified as needing extra support from information such as:

- Concerns raised by parents/carers
- Information provided by other settings
- Termly pupil progress meetings
- Regular assessments and tracking of pupil progress
- Teachers monitor children's progress through marking their work and discuss any concerns over lack of progress or particular difficulties with the Inclusion Manager
- Throughout the school, children are regularly assessed and SMART targets set accordingly
- Standardised testing is used to provide a Suffolk/Salford reading age
- Educational Psychologist can be asked by the Inclusion Manager to assess children to determine learning/emotional needs and suggest strategies to support them further
- Inclusion Manager can assess children for behaviour, social or emotional difficulties using Strengths and Difficulties Questionnaires (SDQ)
- For behaviour, social or emotional difficulties the Inclusion Manager may refer pupils to the Woodlands Pupil Referral Unit (PRU), School Nurse or Child and Adolescent Mental Health Service (CAMHS) for further advice or seek support from the school's Learning Mentors
- Inclusion Manager may refer to outside agencies for assessment e.g. Speech and Language, Occupational Therapy or the Specialist Teaching Service
- Diagnostic screening by the Inclusion Manager or a specialist assessment teacher
- Access arrangements are made for exams where a specialist report identifies a need. Types of provision may include additional time. Where there is an identified medical need further arrangement may be made.

Pupils with medical needs

- If a pupil has an additional medical need a detailed care plan will be compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support is put in place.

Monitoring and evaluating the effectiveness of provision for pupils with SEND is carried out by:

- Those children on SEND register who have an Educational Health Care Plan or are at Additional Support have a Support Plan which details provision and is reviewed termly
- SMART targets/outcomes are identified for each child and progress towards them is assessed regularly
- If a pupil has needs related to a more specific area of their education then they will be given small group/1:1 support to address this. The length of time the intervention will run will vary according to the need. The effectiveness of all interventions is monitored regularly by the class teachers, staff who run them and the Inclusion Manager
- Termly data and information from class teachers, parents, learning support assistants and the pupil, where appropriate, is all used to assess the effectiveness of the provision and the progress of pupil with SEND
- Social, Emotional and Mental Health interventions are monitored termly using an SDQ
- In consultation with the class teacher, provision maps are written by the INCO; these are reviewed. Individual Provision maps are also used to show how support is targeted and the effectiveness of the intervention
- Termly data and information from teachers is used to assess the effectiveness of the provision and the progress of pupils with SEND
- Termly observations of LSA's/teachers ensure provision is as effective as possible/ensuring SEND children are making progress in lessons

The school's approach to teaching

- Teachers are teachers of all pupils including those with SEND. This is achieved by quality first teaching which includes effective differentiation and monitoring of all pupils
- The school has a growth mind-set approach to teaching and learning
- We promote inclusion to include children with SEND both inside the classroom and during extracurricular activities and trips (wherever it is deemed safe.)
- Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of support is required or that a child's safety may be at risk then parents will be contacted to discuss options available.
- Teaching staff are given training on strategies to use in the classroom with students who have specific needs.
- Emotional and social development is supported through various avenues including class teachers, INCO, LSAs, key worker and counsellor if appropriate. Some pupils require more targeted support which is offered through social skills groups and in a small number of cases CAMHs support may be needed.
- Students with SEND are given the opportunity to evaluate their own learning experiences by feeding back to their teachers and INCO using questionnaires for their annual review. These are then used to develop strategies to improve teaching to ensure students are able to fully access the curriculum.

We have interventions such as:

- Programmes such as focussed Writing, Comprehension and SPAG are carried out by trained LSA's for pupils who are identified by the School as having weak literacy skills.

- Programmes such as arithmetic groups and basic Numeracy skills
- Reading intervention as resources allow increasing reading accuracy and fluency for students making slow progress in reading.
- Additional 1:1 support in specific subjects in exceptional cases as deemed necessary by the school
- Social skills sessions are provided for pupils who need more targeted support
- Fine and gross motor skills including handwriting support
- Where a student needs more specialised support, external agencies and other professionals may become involved (**see school's partnerships**).

The School's facilities

- The school's buildings are DDA compliant.
- The building is accessible for wheelchair users and ramps are in place to allow access to areas where there would have been a raised curb or steps.
- The school building has a toilet adapted for disabled users.

The school's Accessibility policy can be found here:

https://www.iverivillage-jun.bucks.sch.uk/uploads/1/8/4/7/18477760/accessibility_policy_v2.pdf

Training for staff to help them support pupils with SEND

- The INCO has achieved the National Award for SEN Co-ordination
- Specialist training/advice and support is available if needed and can be accessed through the specialist teaching service, the Educational Psychology service and Cognition and learning.
- Individual staff have had further or more specific training on how to support students with individual needs from specialists or through external training courses.
- Training in specific medical needs is also provided by School Nurse and other relevant medical staff e.g. epilepsy, maintain hearing aids
- Staff are trained in Step on and some for Step Up when required.

The School's arrangements for consultation

- If parents have a concern they should contact the class teacher in the first instance who will liaise with the INCO. Specific concerns which relate to the students special need or disability should be raised with the INCO
- Each pupil who has been identified as having special needs will have a provision map that is written in conjunction with them and shared with their parent/carer
- Some pupils being supported by an LSA and if they have an EHC plan will require more frequent communication with the parent/ carer and it may be appropriate to use a home/school diary
- Assessment data is sent out on a termly basis and will inform parents/carers of their child's progress
- Parent evenings are held three times a year when parents/carers can meet with class teachers

The School's partnerships

The school's governing body involve other bodies (including health, social care) to meet the needs of students with SEND and their families by using the following outside agencies:

- Local feeder schools
- Specialist Teaching service to support students with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
- Child Safeguarding Services
- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)

- School Nurse
- Community Paediatrics
- Social Care
- Family resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Pupil referral Unit (PRU)
- County SEN Team

The school's arrangements for students with SEND transferring between other education providers or preparing for adulthood and independent living is:

Year 2 to 3

Prior to children attending our school our Year 3 teachers visit our local feeder schools to meet the children and to talk to the teachers. The children then come and visit the school and teachers for a day to help them become familiar with the routines of the school. Teachers have the chance to discuss each individual child and learn about them.

Year 6 to 7

Prior to children leaving our primary school information is sent to the class teacher/ SENCO highlighting the support they have received. The Head of Year from secondary school visits I and meets with the class teacher and the children. The child and parent/ carer would also be given the opportunity to visit the school on more than one occasion prior to the induction day if deemed necessary.

The school communicates the contact details for the support listed above to students with SEND and their families via:

- The School website
- 1:1 discussions.
- Annual reviews
- Newsletters
- Website
- email

The school's Key contacts:

Sarah Chapman-Allen: Inclusion Manager

- Email: office@ivervillage-jun.bucks.sch.uk
- Tel: 01753 653059

The contact for compliments, concerns or complaints from parents of pupils with SEND is:

Miss Jill Digweed: Headteacher

- Email: office@ivjs.school
- Tel: 01753 653059

The school's complaints policy can be found here:

http://www.iverivillage-jun.bucks.sch.uk/uploads/1/8/4/7/18477760/complaints_procedure.pdf

The school's link to the Bucks Local Offer

http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=FBRAM02Qe_c

The Bucks Local Offer provides information and advice on Special Educational Needs and Disability provision, both inside and outside the local authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@bucksc.gov.uk