

Special Educational Needs Report

(Our Contribution to Leicestershire's Local Offer)

Church Hill C of E Junior School

Let Your Light Shine



Together Everyone Achieves More ... The Church Hill Way

Reviewed in consultation with parents and governors on 10.10.19

School/College Name: Church Hill C of E Junior School

Address: Church Hill Road,
Thurmaston,
Leicester.
LE4 8DE

Telephone number: 0116 2692509

Name of Head teacher: Mrs Shereen Kirk

Website address: <http://www.churchhill-jun.leics.sch.uk>

Age Range of students: 7 - 11

Date of last OFSTED inspection: December 2016

Date of last SIAMS inspection: November 2016

Outcome of OFSTED inspection: Good

Outcome of SIAMS inspection: Outstanding

Total number of students with special educational needs at Church Hill Junior School:

	SEND School Support	Top Up Funding/ Element 3 Funding	Education And Health Care Plans
Year 3	11	0	0
Year 4	11	0	0
Year 5	13	1	2
Year 6	13	1	1
Total	48	2	3

13.3% of children at Church Hill C of E Junior School are on our SEND register. Nationally there are 14.6% of children with SEND.

What are the admission procedures for children with Special Needs and Disabilities?

Children with special educational needs, other than those who have an Education and Health Care Plan, will be subject to the same admission arrangements as all other pupils.

Children with an Education and Health Care Plan will be admitted to the school if the school is named in their EHCP and agreed by all parties.

Who are the best people to talk to at Church Hill about my child's difficulties with learning, Special Educational Needs and/or Disability (S.E.N.D.)?

At Church Hill, your child's class teacher is always the first person to speak to regarding concerns about your child because they will

have detailed information about each child and their progress. Mrs Brown is the school SENDCO (Special Educational Needs/Disabilities Co-ordinator). The role of the SENDCO is to co-ordinate provision for children with Special Educational Needs or Disabilities and to liaise with outside agencies such as Educational Psychologists, Speech and Language Therapists and the Specialist Teaching Service. She is always happy to discuss any concerns you may have or to offer advice. Alternatively, please feel free to contact our SEND Assistant, Miss Oakman. We also have a full time pastoral support worker, Mrs Stirk, who works closely with some children and their families. She is available to meet with parents if you would like to discuss any pastoral issues.

What are the different types of support available for children with Special Educational Needs and Disabilities at Church Hill?

Support always begins with the class teacher, with high quality classroom practise. Classwork will be differentiated to suit all ability levels. The school will always try to ensure that all children with SEND are included in all curriculum areas. If a child is not able to access part of the curriculum, the school will endeavour to either adapt the curriculum or the learning environment in order to accommodate the child.

Children with Special Educational Needs or Disabilities will be given targets to work towards and these targets will be reviewed regularly, with close discussions between the class teacher, the child and the parents. Sometimes intervention groups may take place, when children are taught in smaller groups with teaching focused on

specific skills. At Church Hill we currently offer the following interventions:

Intervention:	Who it is for:	What it achieves:
The Active Literacy Kit	Children who have very little knowledge of letter sounds. Children with dyslexic tendencies.	Fast recall of the initial alphabet sounds, days of the week, months of the year and initial blending. Multi-sensory approach.
Read Write Inc. Fresh Start	Children who find reading and spelling hard. Children with dyslexic tendencies.	It teaches phonics through a structured and supportive programme. Used with years three, four and five.
Acceleread/ Accelewrite	Children who find reading and spelling hard. Children with dyslexic tendencies.	This uses ICT to consolidate phonics knowledge. Often used with years four, five and six.
Reading for inference.	Children who are able to decode but have difficulties understanding the text.	This promotes understanding of vocabulary and helps children to make links between their own experiences and clues in the text.
Additional handwriting support	Children who find handwriting hard. Children with dyspraxia.	A more fluent and fast script. Better motor control.

Funky Fingers	Children with fine motor skill problems. Children with dyspraxia.	Increased hand and finger strength that improved pencil control. Improved scissor control and other skills such as using a knife and fork or doing up clothing.
Additional sports coaching (gross motor skills) and access to sporting competitions for SEND pupils	Children who find motor skills hard. Children with dyspraxia. Children who lack confidence or who have low self-esteem.	Increased control of movement. Increased self-confidence.
5 minute maths box.	Children who have not developed a solid understanding of numbers and the number system.	Consolidation of basic number skills.
Pre-teach Maths	For children who are not confident accessing whole class maths.	Small group support to look through lesson content before the lesson to raise confidence.
Drawing and Talking	Children who are anxious.	Children have an opportunity to explore and discuss their emotions.
Personalised programmes	Children with specific needs such as Autism.	Tailored to suit specific children's needs.

Personalised Speech and Language programmes	Children who see a speech and language therapist.	Follow up work in school to improve articulation or understanding of language.
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Outside agencies provide support for some children with more complex needs. Examples of this type of support currently in place are Speech and Language, Educational Psychologist, the School Nurse, Autism Outreach, CAMHs and Occupational Therapy.

Progress and targets are reviewed regularly and some children with highly complex needs may need to be referred for an Education and Health Care Plan (previously known as a statement) that will be reviewed annually with all agencies involved. Currently there are three children with an Education and Health Care Plan at Church Hill.

How do you support the Social and Emotional Development of children?

At Church Hill, we also have a full time Pastoral Support Worker, Mrs Stirk, who runs a variety of sessions tailored to individual children's specific needs. She is also happy to meet with parents and carers to support our families. She has been trained in the following areas:

- Drawing and Talking Therapy
- Managing Anxiety
- Managing Anger
- Cognitive behaviour Therapy
- Bereavment

Mrs Stirk is also a qualified Mental Health First-Aider and has completed ELSA training to become an Emotional Literacy Support Assistant.

How are children with Special Educational Needs Identified?

Firstly, there are close discussion between any feeder school and Church Hill Junior school when the children transfer. Any children already identified as having Special Educational Needs or Disabilities will be included in our SEND record. If class teachers or parents have concerns about a child's progress, we have an initial concerns form that is filled in and the class teacher will discuss their concerns with parents and the SENDCo. If, through assessments, the child's learning continues to be a concern, the child will be included in the schools SEND record after discussions with parents and targets will be set to help the child develop. Additionally, a standardised score below 85 on nationally standardised tests could be an indicator of SEND.

What assessments take place for children with SEND?

All children at Church Hill are assessed through marking and feedback during lessons. We also have written assessments at the end of each term. This enables staff to use the Assess, Plan, Do, Review Cycle. We assess the children, use these assessments to plan areas that need consolidation or next steps, complete work to move the children on and then review their learning during lessons or in the next set of written assessments.

We monitor progress, using standardised scores from termly assessments and also annual assessments of reading, maths and spelling ages.

For some children, we may use alternative ways of assessing progress and planning next steps. We use the Boxall Profile to assess progress and plan subsequent work in social and emotional areas. We also use other tests such as the Small Steps Tracker or Diagnostic Reading Analysis as detailed assessments for children with specific needs such as dyslexic tendencies to give teachers and parents very precise information about areas for support. We may use modified tests if needed to meet a child's specific needs.

We have links with outside agencies such as Education Psychologists, Specialist Assessors and Pediatricians who may also be asked to assess children with SEND. In these instances, parental permission would always be sought.

How will I know what my child's targets are?

All children who have Special Educational Needs will have targets that are discussed and written with the parents and the child themselves. Some children may have an IEP (Individual Education Plan). These will be regularly reviewed with the child, parent and class teacher. In some cases, a Behaviour Support Plan can be used. If children have complex health needs or disabilities, a Care Plan will be written in consultation with health care advisors and the child's parents. For children with very complex needs, an Education and Health Care plan (EHCP) will be requested from the local authority

and this will be reviewed annually. Once requested, an EHCP can take up to 20 weeks to be finalised.

How are the teachers in school helped to work with children with S.E.N.D. and what training do they have?

The school's SENDCO, Mrs. Brown, holds the National Award for Special Educational Needs Co-ordination from Northampton University. Mrs. Brown has a qualification in Specific Learning Difficulties: Dyslexia, accredited by Leicester University. Mrs. Brown regularly attends local authority meetings to ensure Church Hill is aware of local and national changes and best practise. Miss Oakman is currently studying to achieve the National Award for Special Educational Needs Co-ordination from Bath University.

The school staff receive regular training through staff meetings, tailored to the type of need within the school. Recent training has been in dyslexia, autism, dyspraxia, handwriting, reading interventions, supporting SEND children in Maths, attachment and trauma, epilepsy, nut allergies and asthma. All staff are trained to Autism One (including lunchtime supervisors) and some key staff who regularly work closely with autistic children are trained to Autism Two. Mrs Brown is trained to Autism 3. This academic year, we hope to refresh training regarding ADHD.

What happens when a child with SEND leaves Church Hill?

Close discussions are always held between the SENDCO of any feeder secondary school and Mrs. Brown. Whenever possible,

secondary school staff are invited to meet the child in their usual learning environment at Church Hill. Additional visits are planned to feeder secondary schools, accompanied by Church Hill staff. In some cases, a whole programme of additional visits have been planned for both parents and children when there has been particular anxiety about transition. Meetings are also held between the class teacher and the SENDCO of the secondary school to ensure that data and assessments are passed on and that the school has a clear idea as to the needs of the child.

What facilities are there at Church Hill that allow children with SEND to access the site and the curriculum?

At Church Hill, we have the follow in place to enable all parents, carers and children access to the building and site:

- Disabled car parking space
- Disabled toilet in the reception area
- Ramps to entrances to Y3, reception and all year six classes
- Handrails on steps
- Secure site access during the school day
- Designated pastoral room.

We are committed to ensuring all children have equal access to the curriculum at Church Hill and children with SEND are not treated less favourably. Our culture is inclusive with an emphasis on equality of opportunity. Here are examples of the many ways we endeavour to provide this:

- Differentiated lessons
- Additional adult support as required
- Booster/intervention groups as required

- Coloured overlays, work books with coloured pages, coloured work boards
- Visual timetables
- Dyslexic friendly books in our library
- Social Stories
- Pastoral support as required
- ICT and/or specialist equipment as required
- Additional transport arrangements or risk assessments for school trips
- Pupils with SEND actively encouraged to take part in all aspects of school life, including extra-curricular clubs.

Please see the School Policies section of our school website for our accessibility plan.

<https://www.churchhill-jun.leics.sch.uk/page/?title=School+Policies&pid=9>

Who is the Governor for SEND at Church Hill and what do they do?

Mandy Green is our governor for Special Educational Needs. The SENDCo meets regularly with the governors to discuss all matters regarding S.E.N.D. as well as attending governors' meetings. Mrs Brown and Miss Oakman report to the Governors regarding effectiveness of the provision for SEND and the SEND budget.

How is the effectiveness of the provision for SEND evaluated?

Each term, all teachers and the SENDCo evaluate the provision for SEND by analysing the progress children have made. This is done through meeting with the Head to discuss pupil progress and also meeting as a staff to update provision. The governors are informed of progress and also informed of any changes made to improve outcomes.

For further SEND information, please use the contact details below.

For a list of useful websites regarding SEND, please see the parental section and SEND area of our school website.

<https://www.churchhill-jun.leics.sch.uk/page/?title=Useful+Links&pid=24>

<https://www.churchhill-jun.leics.sch.uk/attachments/download.asp?file=685&type=pdf>

For more Information:

www.leics.gov.uk

www.dfe.gov.uk

Parent Partnership 0116 2752097 0116 305 5614

Together for Families 0116 2885353

Family Information Service 0116 3056545

The school supports Leicestershire County Council's local offer:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>