



Scholes (Holmfirth) Junior and Infant School

SEND Information Report

Approved by:	Date Approved:	Due for review no later than:
Governors	October 2023	October 2024

Special Educational Needs and Disabilities (SEND) Information Report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs and Disabilities (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school website and in the Kirklees 'Local Offer', which can be accessed via the school website.

At Scholes Junior and Infant School, we believe every child has an entitlement to personal, social and intellectual development and must be given the opportunity to develop to their fullest potential. We recognise any child may need additional support for short or longer periods of time in order to access the curriculum and meet their potential. We aim to work in partnership with staff, pupils, parents and carers and outside agencies in order to meet these needs and remove any barriers to learning. Scholes J&I is part of the Holmfirth family of schools and we work closely together on all aspects of SEND. Representatives from the different schools meet regularly to discuss concerns and share ideas.

Who has responsibility for SEND provision in school?

The Headteacher has overall responsibility however the school has a Special Educational Needs and Disabilities Coordinator (SENDCo), who ensures that the provision for children with additional needs is appropriate and is meeting their needs. Currently, the SENDCo is **Mrs Victoria Capewell**, who can be contacted on *sendco@scholesji.org.uk* or via the Class Dojo messaging system.

The Headteacher and SENDCo meet with each class teacher termly to discuss the progress of each child. During this meeting the welfare and progress of each child on the SEND register are discussed and any children who may require additional help and support are identified. The Senior Leadership Team discusses the allocation of staff in the summer term before each new academic year begins. There are opportunities throughout the year for teachers to discuss strategies and the impact of the support provided. Where new additional needs have been identified, the Class Teachers will discuss and agree how support can be provided to meet the child's needs.

The Governing Body has a SEND governor who keeps up to date with relevant initiatives and developments in SEND and ensures that school is compliant with all statutory duties. Currently, the SEND governor is **Mr Peter Ward**.

How are children identified that may have additional or special educational needs?

Class teachers work closely with the SENCo to highlight any children that may have additional needs. This might be through our termly pupil progress meetings, professional dialogue, screening assessments and/or other assessments. Identifying children early is something that Scholes Junior and Infant School work hard to do to ensure that any barriers to learning are removed as quickly as possible to aid achievement and progress.

Who are the best people to talk to in school about my child's difficulties with learning / special educational needs or disability (SEND)?

Your first point of contact is your child's **Class teacher**, who is responsible for:

- Monitoring and reporting on the progress, which your child is making, and identifying, planning for and giving any additional help that your child may need. This could be in the form of an intervention group activity; targeted work; additional classroom support or precision teaching. They will inform the SENDCo and parents about any additional support your child is receiving.
- Writing Additional Needs Plans (ANPs) and My Support Plans (MSPs) or I-APDR (Individual – Assess, Plan, Do, Review Plan), if appropriate. These will be shared with parents/carers each term and reviewed before future targets are set.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The **SENDCo** who is responsible for:

- Coordinating additional support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND Policy to ensure all pupils receive a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are involved in supporting their child's learning at home; kept informed about the support their child is receiving and involved in reviewing their child's progress made towards targets.
- Liaising with professionals, who may come into school to help support the child, e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND list (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Monitoring, tracking and analysing the progress of all SEND pupils, including progress made through attendance at intervention groups.
- Providing and contributing to specialist training and support for teachers and other staff in the school so that they are able to identify and meet the needs of all learners.
- Reporting to the governor with responsibility for SEND.

The **Headteacher**, who is responsible for:

The day to day management of all aspects of the school. This includes the support for pupils with SEND.

- Working with the **SENDCo (Mrs Victoria Capewell)** and class teachers to ensure that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

The **Governing Body**, who are responsible for:

- Determining the school's policy and approach to provision for children with SEND
- Establishing the appropriate staffing and finding arrangements
- Maintaining a general oversight of the school's work

- Ensuring that the school has provided the necessary support for any pupil who attends the school with SEND.

The Governing Body appoint a named, designated governor for SEND to take a particular interest in and monitor the school's work on behalf of children with SEND.

The Governing Body minutes include SEND information delivered as part of meeting information.

The governor with special responsibility is ??.

What are the different types of support available for children with SEND?

Quality First Teaching

This is where all children are supported within the normal everyday class routines and learning to ensure that children can meet their goals and aspirations. This might involve differentiated work and the support of adults to help children with their learning.

Provision Mapping, Interventions and Targeted Support

This is where children are identified as needing more than the usual Quality First Teaching and they may be offered a regular timetabled activity to help them to catch up with peers. Children are placed on a class register (Individual Needs Matrix) when concerns are raised by the class teacher regarding learning, physical or emotional issues. The Individual Needs Matrix is shared with the SENDCo on a termly basis. Clear, targeted support is given to help the child within their learning. Should they continue to make insufficient progress then due consideration will be made to move the child to SEND Support. Examples of this targeted support are Nessy Club, Movement/Groovy Group and Handwriting Club as well as other more tailored support around social emotional and communication needs. We monitor the effectiveness of these groups, including pupil voice.

SEND SUPPORT STAGES

Additional Needs Plans (ANPs)

If children are falling further behind their peers or are needing intervention and support in excess of Quality First Teaching, they may be offered an Additional Needs Plan or ANP. This will identify some carefully planned targets and support strategies to enable the children to make progress in these specific areas to aid their overall progress. Parents will be informed and involved in this process. Referrals may be made to outside agencies in order to gain further advice and targets/strategies, which then inform the Additional Needs Plans. Regular, termly meetings (or more, if required) are set up with parents to review these targets and to set new ones.

My Support Plans (MSPs) or I-APDRs

Some children require further support and the involvement of external agencies, e.g., Social Emotional and Mental Health Outreach, Complex Communication and Interaction Outreach and Cognition and Learning Outreach. These plans create a detailed picture of the child's presentation as a learner within the classroom and set out the provision that the school has in place to support the child's learning. Within this the child will have annual and termly targets that will be reviewed by the SENDCo, class teachers and parents appropriately.

Education Health Care Plans (EHCPs)

A minority of children will require a very individualised and intensive program of support. Education Health Care Plans are a collaboration of support from all agencies involved in supporting a child. Schools and parents can apply for an EHCP to the Local Authority. Once this happens, an assessment takes place and, if agreed, the Local Authority will produce a legal document outlining the support and provision for a child in conjunction with education and other agencies.

Any child with any education plan in place is included in the school's Special Needs Register. This ensures that any targets are routinely monitored and progress is tracked accordingly.

How will the curriculum be matched to my child's needs?

Lessons are differentiated to match the needs of pupils and make learning accessible. This could include work that is at a different level to the rest of the class, learning materials or specialist equipment, increased adult support, small group or individual support in order to remove barriers to learning.

How will I know how well my child is doing and how will you help me to support my child's learning?

We believe your child's education should be a partnership between parents/carers & school and welcome regular communication and consistency in approaches. We know that parents/carers are the experts of their child and therefore your input into the review system is paramount.

All SEND paperwork is reviewed termly with the class teachers, overseen by the SENDCo. This will be a face-to-face or virtual meeting. As part of the termly review cycle parents will be asked to contribute their views on how their child is progressing and also if there are any further ways we can support your child.

We have an open-door communication policy. We use the ClassDojo system to keep parents informed about classroom activities and as a point of contact between teachers and parents. The SENDCo may also use this system to contact parents.

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

We are an inclusive school who value all pupils and celebrate diversity in all its forms. Self-esteem is crucial for pupils' development and we adopt a whole child developmental approach. Self-respect and respect for others, kindness and resilience is built into the ethos and the curriculum of the school. We have skilled staff and policies in place to support children with behavioural and medical needs. We are able to offer nurture-based support for children in school using our specialist trained nurture leaders. We have a wonderful space in school called The Den, which is designed to reflect a more homely environment. This support can help children with worries and further support for social needs and emotional regulation. This support tends to be very specific and tailored to the child's needs.

What specialist services and expertise are available at or accessed by the school?

Our SENDCo achieved the designated accreditation required by Department for Education (DfE), called the National Award for Special Educational Needs Coordination, in September 2019.

As part of the Holmfirth family of schools we work closely with other schools in the pyramid. The schools meet half termly with our Educational Psychologist to discuss best practice and

individual needs. The SENDCo also meets our Educational Psychologist on a termly basis to discuss progress in cases and to plan support for the term.

We also work closely with external agencies and professionals including: Speech and Language Therapy (SALT), Occupational Therapy (OT), Complex Communication and Interaction team (CCI), Social, Emotional and Mental Health Outreach team (SEMH), Cognition and Learning Outreach team (C&L) and 0-19 practitioners, etc.

Specialist training is available to staff at school as required to meet the needs of pupils. Recent training that some of the staff have accessed is Autism Awareness training for the whole school staff (Autism Education Trust Tier 1 Training) and Makaton training (Level 1 and 2).

How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on educational visits. We provide additional support as reasonable and necessary to ensure that educational visits are successful. We risk assess to ensure the health & safety of all pupils and staff.

How accessible is the school?

There is access to the main part of the building and 3 classrooms for pupils with physical disabilities via ramps. There is wheelchair access to all classrooms however some of this is via external doors. Some classrooms are currently inaccessible to wheel chair users and some classroom sizes would inhibit wheelchair movement. There is a disabled toilet in the main part of the building. Blinds are in all classrooms to support visually impaired pupils. Carpets are in most classrooms to reduce background noise to support hearing impaired pupils. We work with professional bodies for example, Occupational Therapy, who provide specialist equipment to meet pupils' needs.

How will the school prepare and support my child to join the school or transfer to the next stage of education and life?

We work closely with preschool providers and parents/carers to ensure a smooth transition to school. Meetings are held between members of staff which include passing on information about pupils with additional needs when pupils move classes. We have close links with local high schools to facilitate transition between schools. Transition is a key element of SEND provision and so this is carefully managed at key intervals in your child's education.

How is the decision made about what type and how much support my child will receive?

Every child's needs are individual and therefore the type, frequency and level of support will also depend on a child's individual needs. This decision about the level of support needed may be made between pupil, parents and school staff or may involve outside agencies. If a pupil needs an Education Health Care plan the level of funding and support will be decided by the Local Authority SEN panel.

Who can I contact for further information?

If you need more information please contact your child's class teacher, SENDCo, Assistant Headteachers, Headteacher or Governor responsible for SEND. Details can be obtained from the school office.

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

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Feedback

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer or make suggestions to improve the information, please email office@scholesji.org.uk.

Find out more about support for children and young people with special needs and disabilities: <http://www.kirkleeslocaloffer.org.uk>