Nether Green Junior School

SEND Information Report

Approved by:	Chair of Governors, Headteacher and SENDCo
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy which can be found here: https://nethergreenjuniorschool.co.uk/policies/

Alternatively, you can ask a member of the office team to print you the policy.

Note: If there are any terms used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

- **Communication and Interaction** – including autism spectrum disorder and speech and language difficulties.
- **Cognition and learning** – specific learning difficulties including dyslexia, dyspraxia and dyscalculia alongside moderate learning difficulties.
- **Social, emotional and mental health** – including Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory and/or physical needs** – including hearing impairments, vision impairments, sensory processing difficulties and epilepsy.

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Thorlby. Mrs Thorlby can be contacted at senco@nethergreen-jun.sheffield.sch.uk.

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of level 2 and level 3 TAs, who are trained to deliver SEND provision.

We also have a number of teaching assistants who are trained to deliver interventions such as:

- Mighty Minds
- Language for Thinking
- Language for Behaviour and Emotions
- Lexia
- Precision Teaching (spelling)
- LEAP, VIP and NIP
- Lego Therapy
- Attention Autism
- Zones of Regulation
- Pastoral support
- Bespoke speech and language provision

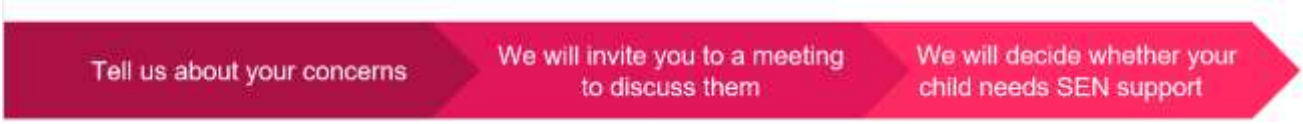
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians

- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and the Family Intervention Service (formerly MAST)
- Autism Team
- Primary Inclusion Team
- Alternative Provision Team
- Voluntary sector organisations

3. What should I do if I think my child has SEND?



If you think your child might have SEND, the first person you should tell is your child's teacher.

You should speak to the teacher on the gate at the end of the school day, or alternatively you can e-mail them at their year group e-mail address.

They will pass the message on to our SENCO, Charlotte Musgrove, who will be in touch to discuss your concerns.

You can also contact the SENCO directly by e-mailing senco@nethergreen-jun.sheffield.sch.uk.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include where a child is falling behind in reading, writing or maths, is struggling to make friends, or is having difficulty coping with the classroom environment.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they identify a gap, the pupil will receive timely, targeted intervention to close the gap and catch up. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

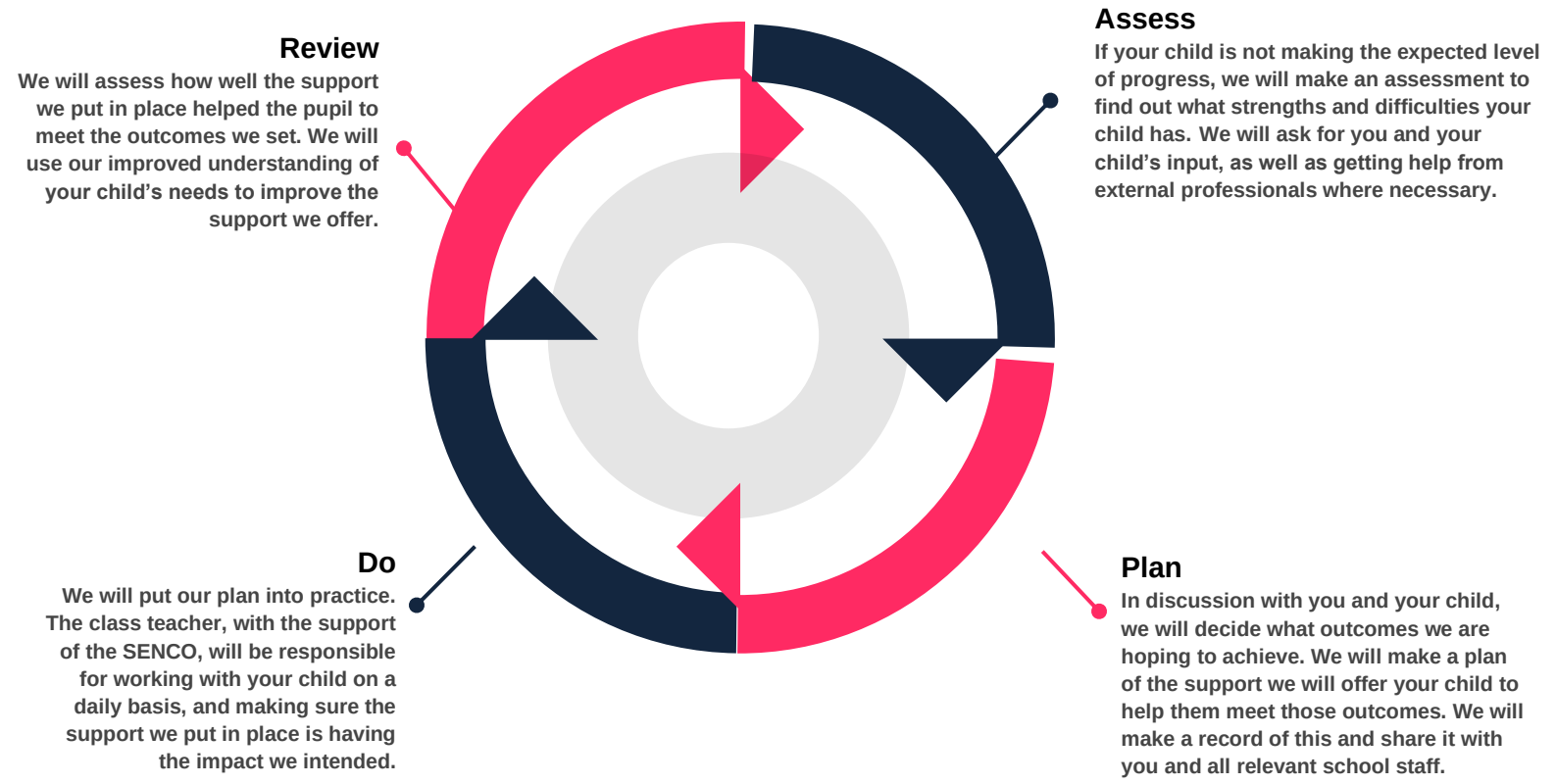
The SENCO will ask for your opinion and speak to your child to gain their viewpoint. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, the class teacher, SENCO and parents will set outcomes that are aspirational but achievable for your child.

Whenever an intervention is planned for the child, the child will be assessed before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on the child's progress.

School will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined through termly review meetings.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress. These are in addition to any parents' evenings you will have with the class teacher or end of year reports you will receive.

Your child's class teacher and the SENCO will meet you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you [as the parent/carer] are the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher by e-mailing the year group e-mail address, or make an appointment to see the SENCO.

7. How will my child be involved in decisions made about their education?

At Nether Green Junior School, the child's view is of paramount importance and is sought regularly throughout the Assess- Plan – Do – Review cycle. The level of involvement will depend on your child's age and level of competence, and your child will be given a variety of ways to share their thoughts with a familiar member of staff.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

Your child's viewpoint will be shared with you at each review meeting.

8. How will the school adapt its teaching for my child?

You can find our Accessibility Plan on our website on the link below:

https://nethergreenjuniorschool.co.uk/policies/

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. Every teacher is a teacher of pupils with SEND, and the SENCO helps staff to understand the needs of pupils and plan their provision. Quality first teaching is our first step in responding to your child's needs. We will make sure that your child has access to a high quality, aspirational, broad and balanced curriculum in every year they are at our school.
We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to the curriculum and teachers will work on a case-by-case basis to ensure the adaptations made are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by using flexible grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting the environment to ensure that children's sensory needs are met – for example, low lighting, use of chair adaptations, flexible seating, outdoor learning and sensory/movement breaks.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts and software programmes such as Communicate in Print and Clicker.
- The teacher or teaching assistants will support pupils on a 1-to-1 basis when needed, although we teach our pupils to develop independence and resilience in readiness for secondary school.
- The teacher or teaching assistants will support pupils in small groups when an adapted approach will benefit more than one pupil.

We may also provide the following intervention/adaptations below. Please note, this is not an exhaustive list.

AREA OF NEED	**CONDITION**	**HOW WE SUPPORT THESE PUPILS**
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Post incident learning Lego Therapy Attention Autism Sensory adaptations Timers Start/Finish boxes Now/Next Board
	Speech and language difficulties	Speech and language therapy such as: LEAP VIP NIP Speech Sounds Processing Support Shape Coding Language for Behaviour and Emotions Language for Thinking Pre-Teach of vocabulary
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays/paper

		Practical apparatus Different fonts Larger lines/squares in books Different writing materials Interventions such as precision teach and Lexia. Phonics
	Moderate learning difficulties	Communicate in Print Clicker Phonics Practical Apparatus Shape Coding Pre-Teach of vocabulary Word recognition strategies Precision Teaching Birmingham Toolkit Assessment Tool
	Severe learning difficulties	As above, plus additional bespoke interventions as required.
Social, emotional and mental health	ADHD, ADD	Quiet workstation Sensory Breaks/Circuits Fiddle Toys Timers Seating adaptations
	Adverse childhood experiences and/or mental health issues	Nurture groups 1:1 Check ins Trauma informed strategies Social groups
Sensory and/or physical	Hearing impairment	Advice from Hearing Impaired Team
	Visual impairment	Advice from Visual Impaired Team
	Multi-sensory impairment	Advice from Health care professionals
	Physical impairment	Advice from Health care professionals.

These interventions are part of our contribution to Sheffield City Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their outcomes each term
- Reviewing the impact of interventions after the requisite number of weeks
- Using pupil questionnaires
- Formal assessments – such as tests
- Monitoring by the SENCO/class teacher
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

All children have different needs and it may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority (at locality level).

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips in Year 4 and Year 6.

All pupils are encouraged to take part in sports day, school performances, themed days and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and, in consultation with parents, we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

All families wishing to apply for a place at Nether Green Junior School, must do so through the usual admissions process at Sheffield LEA, unless your child has an EHC Plan. More information can be found on the Sheffield LEA website at https://www.sheffield.gov.uk/schools-childcare/apply-schoolplace.

- All pupils with SEND will be treated fairly and equally when school places are allocated

· All prospective pupils whose EHC plan names Nether Green Junior School will be admitted before any other places are allocated
· Admissions in case of oversubscription are priorities using a set of categories which include living within the school catchment and having siblings at the school. No pupil will be discriminated against due to any SEND needs they may have.

13. How does the school support pupils with disabilities?

Nether Green Junior School has a main building housing most of the classrooms, two mobile classrooms, and a sports hall. It is possible to access the main building, sports hall and two of the outside classrooms with a wheelchair, and three pupils have used wheelchairs previously. One outside classroom is currently not accessible with a wheelchair. The school building is over 100 years old and it is not possible to modify it further. Some rooms such as the main hall and sports hall have poor acoustics, but most classrooms have a reasonable auditory environment. There are disabled toilet facilities. The playground is fenced and reasonably secure. We have provided visual timetables across all classrooms. Some pupils have eaten in a separate room if the dining room is too noisy for them. Quieter areas have been created in the playground, and we also provide alternate activities at lunchtime for children who find the playground challenging.

The school's accessibility plan can be found here: https://nethergreenjuniorschool.co.uk/wp-content/uploads/2023/07/Accessibility-plan.pdf

14. How will the school support my child's mental health and emotional and social development?

At Nether Green Junior School, mental health, emotional health and social development are of the highest priority. Staff are trained in Trauma Informed Approaches and we have a designated Healthy Minds Champion in school. We train mental health ambassadors in school to support their peers and operate a Year 3/Year 6 buddy system.

In addition to the above:

- Pupils with SEND are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEND by our Learning Mentor, Level 3 TA, SENCO and Deputy Head teacher.
- We run a range of lunch-time clubs for all pupils who need extra support with social or emotional development.
- Our nurture space 'The Nest' is available every break and lunch time for children who need a quiet space, and is also an available safe space during lessons for children who need a sensory break or emotional regulation space.
- We have a 'zero tolerance' approach to bullying. Our anti-bullying policy can be found here: https://nethergreenjuniorschool.co.uk/policies/

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend the final SEND review meeting of the year when the pupil's SEND is discussed
- Schedule transition days with the incoming teacher towards the end of the summer term
- Share relevant paperwork with the next year's teacher.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Information will be shared securely, either electronically or in hard copy format.

Between phases

From Year 2 (Infants School) into Year 3 Junior School

The SENCO of Nether Green Junior School will visit the relevant infant school. Both SENCOs will discuss the needs of all children who are receiving SEND support. Pupils will be prepared for the transition by:

- Visiting the Junior School for a concert
- Spending time in the Junior School with their new class and class teacher
- Meeting their new teacher in their Year 2 classroom
- Undertaking additional visits to the Junior School where necessary

From Year 6 (Junior School) into Secondary School

The SENCO of the secondary school will come into our school for a meeting with our SENCO or meet online/over the phone. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Visiting the Secondary school on transition days
- Visiting the Secondary school on additional days in a smaller group
- Meeting the learning support team/pastoral support team

Onto adulthood

From entry into Year 3, all pupils and their parents/carers take part in discussions around preparation for adulthood. We work with the pupil and their families to establish goals around their education, health, independence and community participation.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs A Thorlby (Deputy Head and Safeguarding Lead) is our SENCO. Mrs Thorlby works with all our teachers to ensure their understanding of how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a **personal education plan (PEP).** We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO (Mrs Thorlby) or Headteacher (Mr Allen) in the first instance. They will then be referred to the school's complaints policy which can be

viewed here: https://nethergreenjuniorschool.co.uk/wp-content/uploads/2023/07/Complaints-Procedure-and-Guidance-Policy.pdf

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Sheffield City Council's local offer. Sheffield City Council publishes information about its local offer on its website: https://www.sheffielddirectory.org.uk/localoffer

Information about **Sheffield SENDIAS** can be found here: https://sheffieldsendias.org.uk/

Information about **Sheffield Parent Carer Forum** can be found here: https://sheffieldparentcarerforum.org.uk/

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages