

SEN INFORMATION REPORT 2023 – 2024

The kinds of Special Educational Needs/Disability that are provided for at Banstead Community Junior School

We are a mainstream, inclusive school and fully comply with requirements outlined in the Special Educational Needs and Disability Code of Practice (2015). Staff engage in regular training opportunities to enable them to support learners who may have difficulties with Cognition and Learning; Communication and Interaction, Social Emotional and Mental Health and Sensory and/or Physical Needs. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Policies for identifying children with SEND and assessing their needs, including name and contact details of the Inclusion Manager

This procedure is laid out in the school SEND Policy, which can be located on our school website (printed copies on request from school office).

Pupils on the SEND Register are tracked termly by the Inclusion Manager to evaluate their progress in reading, writing, mathematics and grammar, punctuation and spelling (GPS). Response to concerns will follow the cycle of Assess→Plan→Do→Review. For further details, please refer to the aforementioned school SEND Policy.

The school Inclusion Manager is Miss Tayla Woodman. She may be contacted by telephone on 01737 351788 or by email at twoodman@bcjs.org.uk.

Further information and support is available from Surrey, including the services and support that are available beyond the school (the 'Local Offer'). Details of this may be found at the Surrey Local Offer website at <https://www.surreylocaloffer.org.uk>

Arrangements for consulting with parents of children with SEND and involving them in their child's education

We have an open-door policy where parents are welcomed to make contact with the school should they have overall concerns about the progress of their child. Initial contact is usually via the class teacher, though contact can also be made directly with the Inclusion Manager.

We have a regular reporting cycle where parents are informed of pupil progress. There are two parent consultations in the autumn and spring terms respectively. In the summer term of each academic year, pupils receive a full school report summarising their progress throughout the year.

We have a parent teacher association where parents can become involved in school life. Parents could also apply to become a parent governor and take a more active role in running the school in terms of financial management, curriculum development or whole school improvement.

Initial enquiries regarding the PTA, governing body opportunities or volunteering should be made with the school office (01737 351788).

Arrangements for consulting children with SEND and involving them in their education

Where there are initial concerns regarding pupil progress or engagement, the class teacher will consult with the Inclusion Manager. During this meeting, decisions will be made regarding the most appropriate support that can be put in place to support the child. Learners are then spoken to regarding concerns over progress/engagement by their Class Teacher, Teaching Assistant or Learning Support Assistant (whichever is most appropriate for individual children or the level of support required).

Children on the SEND Register also contribute toward building their own One Page Profile, which gives an overview of them as a learner including what they're good at and how they most like to be supported. One Page Profiles are shared amongst school staff and are produced in consultation with the children so that all staff members have a clear overview of the whole child. We feel that it is important to have the views of our learners so that they feel involved in their learning and the decisions made to support them.

We also benefit from an active school council, which further ensures a forum for a strong pupil voice at Banstead Community Junior School.

Arrangements for assessing and reviewing children's progress towards outcomes, including opportunities available to work with parents and children as part of this assessment and review

During our cycle of Assess→Plan→Do→Review, we look at the actions required to support learners toward outcomes and identify what contribution each stakeholder can make to ensure learners' outcomes are met.

Arrangements for supporting children in moving between phases of education and preparing for adulthood

When children prepare to join us in Year 3, we meet regularly with our main feeder school to organise transition activities so that children meet their new class teacher in advance.

When leaving us at the end of Key Stage 2, we hold meetings with staff at our local secondary school to share an overview of our learners with SEND. Good practice and effective learning or engagement strategies are shared so that the transition to the next phase is smoother and better informed. Vulnerable learners are invited to summer

sessions at The Beacon secondary school prior to starting the academic year, so they already know some familiar faces or who to go to for support when they begin the new term. Alongside this, we also run a small group opportunity for anxious pupils to discuss concerns with the ELSA (Emotional Literacy support Assistant) in the half term running up to transfer.

The approach to teaching children with SEND

We adopt a graduated approach to meeting individual needs. Through quality first teaching, our teachers make reasonable adjustments to help include all children in the learning experience and give them access to the curriculum.

The National Curriculum is differentiated for children within class as standard, to provide appropriate curriculum access for all children. Access to the curriculum may be provided in a variety of ways, be it through a range of different tasks; additional resources / apparatus; extra time to complete; support from an adult; group work; talking partners and so on.

How adaptations are made to the curriculum and learning environment of children with SEND

Teachers differentiate their teaching strategies and resources to support access to the curriculum. We have an Accessibility Plan (see website) which shows how adaptations are made not only to the built environment, but also to the curriculum and how information is accessed by pupils and their parents.

We have two main buildings. Our newer building (finished in 2012) has been built to recent legal specification, with ramped access throughout and a lift to the first floor. The ICT Suite, Art and Practical rooms are all housed in this building, which makes the full curriculum accessible to all learners.

Our older building offers ramps to main entrances and exits, and a chair lift down to the hall/dining area.

The expertise and training of staff to support children with SEND, including how specialist expertise will be secured

We liaise with Surrey's 'Multi-Professional Team', which offers a full range of support services and advisors. Should there be concerns over a child's learning that we need support in addressing within school, we would submit a referral to one of these agencies, who would then visit to advise us. Included are: Occupational Therapists; Educational Psychologists; Physiotherapists; Behaviour Support; Language and Learning Support; Speech and Language Therapists; Physical and Sensory Support; Child and Adolescent Mental Health Services; Targeted Mental Health in Schools.

Our Phonics lead is fully trained and experienced in delivering the 'Read Write Inc' programme (Ruth Miskin Literacy), which has a proven evidence base in contributing to very good progress for children with additional Literacy needs.

Our Inclusion Manager is completing the National Award for Special Educational Needs Coordination with the University of Roehampton. All school SENCOs must now possess this award.

Learning Support Assistants (LSAs) are offered specific training related to the needs of the children they work alongside. Recent courses include: Downs Syndrome Training; Elklan ASC (Autistic Spectrum Condition) Training; Attachment Training; Dyscalculia Training; Precision Teaching Input; Support for Children with Speech Difficulties; Multi-Agency Public Protection Training.

The Inclusion Manager provides all teaching and learning support staff with an Inclusion Handbook with strategies to support children with high-incidence SEND. There are also files of information provided to all staff regarding less common SEND, which is updated accordingly with up to date guidance.

Evaluating the effectiveness of provision made for children with SEND

We constantly review the needs of learners within the school and endeavour to put provisions in place to cater for these needs. A proportion of funding available in school is allocated to staff training so that in-house provision is better informed and more targeted to meet the needs of our pupils.

The review cycle of Support Plans enables evaluation of provision and the Inclusion Manager to ascertain the impact of provision upon the progress of each learner. Pupil progress data is also tracked termly by the Inclusion Manager so that any concerns are addressed as promptly as possible through liaison with staff and further intervention if required. Under the new code of practice, cost efficacy is increasingly important to ensure optimum use of school resources to impact pupil progress. Decisions are made according to whether specific provisions are proving to be effective both in terms of time spent on them, and the costs involved.

Each year we analyse the needs of the whole school special needs cohort to see whether there has been a change in the whole school make up of needs. This further ensures that the provision we offer is specifically tailored to the needs of our pupils.

How children with SEND are enabled to engage in activities available with children in the school who do not have SEND

We are an inclusive school and everyone values the differences and gifts of individuals. We have a whole school approach to inclusion, which supports all learners

engaging in activities together at an appropriate level. Any barriers to learning or engagement are reviewed and reasonable measures are put in place to overcome these. We will always make reasonable adjustments to enable learners to join in with activities regardless of their needs.

If required, adjustments are made to enable access to off-site visits. Extra adult support may be arranged, or details regarding accessibility may be sought from venues to allow us time to consider access for our children and make adjustments. Again, we value parent partnership and warmly encourage parents to volunteer their help for off-site opportunities.

Support for improving emotional and social development; extra pastoral support arrangements; listening to pupil voice; measures to prevent bullying

We have a zero tolerance policy to bullying (policy available on website). Our Life Skills curriculum addresses causes of bullying, responses to negative behaviours and the effect upon our feelings. Our class teachers form a positive relationship with the pupils in their classes and affirm that they are always there to discuss concerns. All classes use a worry monster to enable pupils to leave them a note in confidence, or set up a signal that pupils can give them if they need time set aside to talk.

We have two trained ELSAs in school, who work on a 1:1 and small group basis with pupils identified as having a need for some time to talk or to work on a specific emotional or social area.

How the school involves other bodies, including health and social care bodies; local authority support services and voluntary sector organisations, in meeting the needs of children with SEND and supporting their families

As a school we are concerned with the development of the whole child and actively engage in liaison with parents/ carers and a wide range of specialist professionals when required.

There are termly Multi-Professional Team meetings, at which there is an opportunity to discuss individual cases it is felt that support above and beyond what is offered in school may be necessary. If the team agrees that outside agency involvement is appropriate, referrals can be made by the school for support and advice, which are subject to parental consent.

When involvement with outside professional is required, we ensure that invites are sent to important meetings and reviews and if they are unable to attend, reports are requested in advance.

We have a particular duty to ensure that 'Looked After Children' are given the appropriate support and care to help support their progress and engagement. Our designated teacher is our Inclusion Manager, Miss Wood, who meets and liaised with Children's Services and the Surrey Virtual School to ensure a child's wider needs are being met. A Personal Education Plan (PEP) is formulated termly to help support the child holistically.

Arrangements for handling complaints from parents of children with SEND about the provision made at school

The Inclusion Manager at the school is Miss Woodman, who can be contacted by telephone on 01737 351788 or by email at twoodman@bcjs.org.uk in the first instance, whereby face to face meetings can be arranged.

Initially, parents and carers are encouraged to speak with their child's class teacher if they are concerned. If the matter cannot be resolved at this stage or if further advice is necessary, then the Inclusion Manager may become involved and a meeting convened to discuss the nature of complaint and seek a resolution. This may or may not involve the attendance of the Head Teacher, depending upon the nature of concerns.

A copy of the school's complaints procedure is located on the school website, which outlines the formal steps the school will take in handling complaints.

Where a resolution cannot be reached between the parent and school, parents will be advised to seek external support through the Parent Working Partnership.