



Robert Miles Junior School

SEND Information Report

Robert Miles Junior School is a mainstream school. We strive to provide an inclusive environment for all. We want to ensure that all children, regardless of their SEND needs, make the best possible progress in school and feel safe and valued. We aim to provide every child with a broad and balanced education.

We embrace the fact that every child is unique and therefore, the educational needs of every child are different. There are a wide range of special educational needs for which children may need extra support, sometimes these needs are short term while others may continue through a child's school life. In our school, pupils will be provided with high quality teaching adapted to suit the diverse needs of all learners.

Definition of SEND:

We use the definition for SEN and for disability from the SEND Code of Practice. This states:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Identifying children with SEND:

All children are regularly assessed and progress is tracked and monitored. As a school we use a combination of formative and summative assessment. Formative assessment is the process used to gain essential information on abilities, progress and achievements of all individual pupils and this is assessed by noting and recognising how well a child does during lessons, through the marking of work and through conversations between children and teaching staff. Summative assessment can be made from formal and informal testing and by tracking progress. Any additional needs can generally be detected through this ongoing assessment process.

Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators, have social, emotional or mental health needs or are vulnerable due to diagnosis or circumstances will be monitored.

What should I do if I think my child has special educational needs?

Please come and talk to us. In the first instance, please speak to your child's class teacher as they are in direct contact daily with your child and will know them well. The class teacher will then discuss any significant concerns with the SENCO.

As with all children at Robert Miles Juniors, we have your child's best interests at heart and we want your child to succeed. It's essential that we all work in partnership to achieve the best for your child.

Who is the school's Special Educational Needs Co-ordinator (SENCO) and what are their contact details?

The SENCO Teacher at Robert Miles Junior School is Mrs Jemma Wallace, who is responsible for:

- Developing, implementing and reviewing the schools SEN Policy and Procedures.
- Co-ordinating and overseeing all the support for children with SEND.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND to achieve the best progress possible.
- Ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting and are involved in reviewing how they are doing.
- Liaising with all the other agencies who may be coming into school to help support your child's learning e.g. SFSS, Health, Social care, Educational Psychologist etc.
- Updating the schools SEN register and making sure that the records of your child's progress and needs are kept.

Mrs Wallace can be contacted by telephone on 01949 875011 or by email:

Jemma.Wallace@robertmiles.notts.sch.uk

Provision for children with SEND in our school:

The provision for a child who has special educational needs is additional to or different from that made for other children of the same age. It may simply include more adaptations to quality first teaching or it may require more targeted and specialist interventions.

The following 'Waves of Provision' diagram shows how support and involvement is increased or decreased depending upon your child's needs based upon their attainment, our assessments and their needs shown within school.



Examples of Universal Support:

Now and Next workboards / timers / sensory fidgets / reading texts altered / pre and post teaching / instructions broken down into small steps / use of additional visuals for memory support / range of multi-sensory approaches / additional processing time / writing frames / coloured overlays / adaptations to environment for sensory issues / adaptations to seating / use of signs and symbols / explicit teaching of skills / movement and sensory breaks / direct teaching around managing transitions and change / individual reward chart / opportunities for more practical activities / PSHE activities / emotions coaching techniques / restorative justice approaches to name only a few.

Examples of Targeted Support:

Additional group support with English or Maths / Plus 1, Power of 2 Intervention / Bear Necessities / Dancing Bears / Switch on Reading / ECHO Reading Intervention / Apples and Pears Spelling Intervention / Cued Spelling / Dyslexia Interventions: Word Shark, Toe by Toe, Beat Dyslexia / Speech and Language Support / Social Skills Intervention / Positive Break Time Support / Lego therapy / Life Skills Programme / Managing Anxiety Intervention / Recognising and Understanding Emotions Workshop / ELSA / Therapist Counselling and Parenting Support with Mrs Ward to list a selection of what is available.

Examples of Specialist Support:

A referral to a specialist external agency for support and guidance – see below for more details.

SEN Register:

Where it is determined that a pupil does have SEN, parents will be formally advised of this by the class teacher and the child added to the school's SEN register. A child may be removed from the SEN register as progress is achieved. It is a designed to be a flexible process.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place so barriers to learning are addressed or removed. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the needs of the child grow and change. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. Each child will have a SEN Support Plan that is updated termly by the class teacher/SENCO, considering the views of the class teacher, parent/carer and the pupil.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

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Where external support staff from the local authority are already involved, their work will help inform the assessment of need and provision in place. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher and SENCO to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Termly SEN reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents/carers and the pupil. Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Additional Funding:

A very small number of children who have complex needs, will require the school to request support from the local authority with additional funding to provide a 1:1 teaching assistant or intensive support.

School can apply to the Family SENCO and the Local authority for:

- **AFN funding (Additional Family Need).** The SENCO has to put in a bid to the family of schools to access this funding and it is moderated and decided by a panel led by the Family SENCO.
- **HLN funding (Higher Level Need).** Occasionally a child may have very complex or more severe needs which require more consistent, full-time adult support to access the curriculum. This funding has to be applied for through the Local Authority. A panel of professionals moderate the bid and decided if it meets threshold.

What specialist services and expertise are available at Robert Miles Junior Primary School?

Within school itself we have high-quality teaching and support staff. All our staff are highly trained. We have a number of specialist teaching assistants trained to a higher standard in certain aspects

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such as Autism, Lego Therapy or Speech and Language needs. Staff have undergone recent training in meeting the needs of children with Autism / ADHD and ADD / Trauma and Attachment / Sensory Issues to name a few, and each year a programme of CPD is planned and delivered for the teachers and teaching assistants by Mrs Wallace or external providers.

We work closely with external specialists who can help and guide us so that we deliver the best support for a child with Special Educational Needs. If required, we are able to request support from other specialist agencies usually via a Springboard Panel which are held termly. For your information, some of the other services we have access to are as follows:

- School and Families Specialist Support Services (SFSS)
- Rushcliffe Primary SEMH Partnership Team
- Educational Psychologist (EP)
- Social Care and Family Service (Early Help Team).
- Speech and Language Therapy (SALT)
- Healthy Families Team (School nurse)
- Paediatrician NHS
- Occupational Therapist and Physiotherapist via the NHS.
- Child and Adolescent Mental Health (CAMHS and the MHST).
- Family SENCO for the Toothill Family of Schools (Carol Ward).

It is important that we promote good mental wellbeing for all pupils at our school and we are dedicated to ensuring pupils are resilient and aware of their mental health and emotional needs. Our school employs both a private counsellor and an Emotional Literacy Support Assistant (ELSAs) who is trained by local authority Educational Psychologists to provide emotional and social skills support. Under our 'Waves of Provision' model, ELSA and counselling support is provided as part of our targeted provision within school.

We use assistive technology to support the children in a variety of ways at our school. We have specific software for the laptops and apps for the iPads to support children with different needs. We use computer-based interventions to support the children with dyslexic tendencies.

The school has been partially adapted to accommodate children with a physical disability.

EHCP

If a child has complex needs they may undergo the Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer.

From the Statutory Assessment Process the decision will be made as to whether an EHCP is required. The decision will be made by a group of specialists from education, health and social care. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment or EHCP.

The application for an EHCP will combine information from a variety of sources including:

- Parents/carers
- The child
- Teachers
- SENCO
- Social Care
- Health professionals

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Further information about EHC Plans can found via the SEND Local Offer, click [here](#).

If you feel your child requires an EHCP, please discuss this with the SENCO.

How can parents get involved at our school with SEND?

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher and SENCO. Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's SEN Support plan.

We hold regular events with outside agencies for parents, such as "Managing an Anxious Child" with the Mental Health Support Team where parents can attend to gain support and guidance.

We also welcome parent volunteers in school.

Pupil Voice:

Pupil voice is at the heart of our practice. Children with special needs are supported to fill in a pupil view form every term before their review. Children where able are asked to attend SEN review meetings to contribute their view on the provision they are accessing, potential targets and how they feel they can best be supported. Children views are also obtained as part of our monitoring and assessment process in school.

Transition Process:

Transition into school, between classes and onto their next school is carefully managed by all the staff.

At the end of each year, the class teachers hold meetings with the children's new teachers. TAs also meet at the end of each year to pass on information about targeted children. Class teachers pass on all relevant information regarding children including details of any interventions, needs etc.

KS3 Transition: We liaise closely with the SENCO and Head of Year at Toothill Secondary School to ensure a smooth transition. In the Summer Term, additional to normal transition visits, SEND children will have access to extra visits to familiarise themselves with the setting and meet key staff. These are arranged by the SENCO.

Transition forms are also completed by the SENCO and Class Teacher and relevant documentation is transferred indicating the child's needs and placement on the SEN register, relevant assessments and nature of current support.

Role of the Governors in SEND:

The school Governors ensure the ongoing achievement and success of SEND learners.

The SEND Governor (Penny Richardson) is the Governing Body's champion for learners with SEND and those with inclusion needs. They support and challenge the school to ensure that no learner is treated less favourably, denied opportunity or left behind because they have additional needs.

Their role can include many duties, for example:

- Ensuring we are complying with the SEN and Disability Code of Practice 2015 and providing strategic support to the head teacher.
- To have an overview of the school's work with children who have special educational needs.
- To appoint a SENCO who has the appropriate teaching background/experience or training to comply with statutory obligations.
- To ensure the necessary special arrangements for children with SEND are in place.
- To ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.
- To ensure that a pupil with special educational needs joins in school activities with pupils, who do not have such needs so far as is reasonably practical and compatible with the pupil receiving the necessary special education, the efficient education of other children in the school and the efficient use of resources.
- To ensure that staff are trained in meeting the needs of children with SEND including awareness of conditions such as autism, dyslexia and ADHD and the correct procedures for moving and handling children with disabilities.
- To ensure school publish a SEND Information Report.
- Cooperating with the Local Authority when the school is being named in an Education, Health and Care Plan (EHCP).
- Ensuring clear guidance on admissions and inclusion based on the principle that children and young people should be educated in a mainstream setting.

Complaints Procedure:

If a parent/carer has any concerns or complaints regarding the care or welfare of their child regarding SEND needs, an appointment can be made by them to speak to the SENCO, Mrs Wallace. Mrs Wallace will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The head teacher and senior leadership team will aim to resolve any complaints as soon as possible. The school complaints policy is on the school website or available on request from the school office.

The Local Offer:

The information in this report outlines the local offer at Robert Miles Junior School however details of the local offer provided by Nottinghamshire County Council can be found on their website.

Click [here](#) for Nottinghamshire County Council Local Offer.

To be Reviewed July 2024.