

## Thomas Johnson Lower School SEN and Disability (SEND) report on provision

Thomas Johnson Lower School provides an inclusive education for all pupils, including children looked after by the local authority. We aim to meet each pupil's individual needs, helping them to reach their full potential. The table below outlines the support we offer. You may also want to read our SEND policy (also on this website) and you may want to look at the Local Authority's Local Offer on [www.centralbedfordshire.gov.uk/local-offer](http://www.centralbedfordshire.gov.uk/local-offer)

Identifying pupils with SEN	<ul style="list-style-type: none"> <li>● SENCO Miss Zoe Bloodworth (also contact the Head teacher, Mrs Marian Haimes)</li> <li>● Good transition arrangements to ensure early identification</li> <li>● Teacher and parent concerns about a pupil's progress are shared and intervention identified from discussions and observations</li> <li>● All complaints should be put forward following our Complaints Policy guidance (see Policies)</li> <li>● Whole school data analysed from formal and informal assessment</li> </ul>
Consulting parents and children with SEND and involving them in their education	<ul style="list-style-type: none"> <li>● Regular contact with SENCO available</li> <li>● IEP review meetings</li> <li>● Annual review meetings</li> <li>● Parent consultation evenings</li> <li>● Opportunities to scrutinise pupil's workbooks</li> <li>● Individual SEND Support Plans, drawn up in consultation with parents and pupil</li> <li>● Personal targets identified through discussion with pupils</li> <li>● Form tutor school report home/school communication via home/school books</li> <li>● Open door policy – parents/carers free to speak to teachers at the start of end of each day</li> <li>● Annual School reports</li> </ul>
Assessing and reviewing pupils progress	<ul style="list-style-type: none"> <li>● Tracking progress in pupil's reading and spelling ages</li> <li>● Tracking progress in pupil's NC levels</li> <li>● End of year attainment targets set, which are reviewed termly by class teachers</li> <li>● SEND Support Plan targets reviewed and approved at a meeting with parents</li> <li>● Pupils review their personal target and set new one</li> <li>● If progress is not made different interventions/strategies are put in place or advice sought from outside agencies</li> <li>● Review of Statements</li> </ul>

Supporting children with SEN in moving between phases of education	<ul style="list-style-type: none"> <li>• Meetings with middle and lower school SENCOs to support transition from other schools and to middle school</li> <li>• Year 4 transfer days well planned with extra TA support</li> <li>• Opportunities for pupils to visit Middle School in advance (and on a 1-1 basis) to ensure smooth transition</li> </ul>
Teaching children with SEN	<ul style="list-style-type: none"> <li>• Teachers are fully informed of all pupils' needs and regular training is provided</li> <li>• Classwork and homework differentiated to allow pupils to work at their level and succeed in their learning</li> <li>• Small supported SEN groups for Maths and English, allowing children to work alongside pupils of similar ability, giving them the confidence to share their work, read out loud and take part in discussions</li> </ul>
Adaptations to the curriculum and learning environment for children with SEN (including access)	<ul style="list-style-type: none"> <li>• Differentiated work and resources in class</li> <li>• 1-1 and small group boosters provided outside of lessons. These include phonics, paired reading, social/conversation skills, counselling/mentoring, spelling, speech and language</li> <li>• Additional resources provided to meet specific needs</li> <li>• School adapted to meet accessibility needs e.g. ramps for physically disabled pupils</li> </ul>
Expertise and staff training to support pupils with SEN	<ul style="list-style-type: none"> <li>• Training opportunities provided for both teachers and TAs from specialist teachers, e.g. Supporting Children with Downs Syndrome</li> <li>• Advice sought and provided from outside agencies for specific pupils on how to meet their individual needs</li> <li>• SENCO and TA meetings with a variety of outside agencies</li> <li>• Support from LA specialists</li> <li>• Specialists secured through experience and training in specific areas, e.g. speech and language, Emotional Well Being</li> </ul>
Evaluating the effectiveness of the provision made for children with SEN	<ul style="list-style-type: none"> <li>• Progress data analysed by SENCO, classroom teacher and headteacher</li> <li>• Interventions are reviewed as and when progress is made or reviewed for input from alternative interventions</li> <li>• Learning walks across the school</li> </ul>
How pupils with SEN are engaged in activities with	<ul style="list-style-type: none"> <li>• Differentiated work and resources allow pupils to be involved in whole class activities</li> <li>• Mixed ability group discussions/talk partners</li> </ul>

those without SEN	<ul style="list-style-type: none"> <li>• Appropriate seating plans</li> </ul>
Treating everyone equally	<ul style="list-style-type: none"> <li>• Counselling and mentoring with learning mentors</li> <li>• Values Education</li> </ul>
How the school involves outside agencies	<ul style="list-style-type: none"> <li>• Referral forms/CAF forms</li> <li>• Jigsaw Centre</li> <li>• Outside agency observations to provide specific advice to improve pupil's progress</li> <li>• Advice sought through correspondence with specialist teachers</li> <li>• Meetings with a wide variety of outside agencies</li> <li>• Teacher/TA training</li> <li>• Pupil 1-1 work with outside agencies</li> </ul>