



Thomas Johnson Lower School

Dream - Discover - Flourish

Special Educational Needs and Disabilities: School Information Report

Curriculum Offer - September 2020

'All children and young people are entitled to an education that is appropriate to their needs, promotes high standards and provides them with opportunity to reach their potential, allowing them to achieve their best, become confident individuals and make a successful transition to adulthood' (SEND COP, 2014: 6.1)

Welcome to our **SEND Information Report**.

This is part of Central Bedfordshire Council's Local Offer for children and young people with Special Educational Needs.

https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer

At Thomas Johnson Lower School, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). We recognise that all children are entitled to a quality of provision that will enable them to meet their full potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

We ensure that all pupils, regardless of their specific needs, make the best possible progress.

Who is responsible for SEND?

Main SENDCo: Miss Charlotte Turner - Interim Senior Teacher + Mrs Urbee Roy (from April 2021)

SENDCo Support Team/Pastoral Care: Mrs Marian Haimes - Headteacher - Mental Health and Well-Being First Aider

All SEND staff can be contacted via their dedicated email addresses
(cturner@thomasjohnsonschool.co.uk and mhaimes@thomasjohnsonschool.co.uk)

The Governor responsible for SEND is Dr Miles Tawell

Statutory Guidance

- SEND Code of Practice (SEND COP) 2014
- SEND Graduated Response (SEND GR) 2015
- Keeping Children Safe in Education (KCSIE) September 2020

What is the Graduated Response?

There are four broad areas of SEND, these are:

Communication and Interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to; understanding what is being said to them; or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autistic Spectrum Disorder including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others

Cognition and Learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties: Social, emotional and mental health (SEMH) needs are a type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations. This means that they have trouble in building and maintaining relationships with peers and adults; they can also struggle to engage with learning and to cope in the classroom without additional strategies and interventions. Children with SEMH will often feel anxious, scared and misunderstood. Typical characteristics of children with SEMH can include:- disruptive, antisocial and uncooperative behaviour; temper tantrums; frustration, anger and verbal and physical threats / aggression; withdrawn and depressed attitudes; anxiety and self-harm.

Sensory and/or Physical Difficulties: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment

(VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Staff within the school are skilled in the recognition and support of the four broad areas of SEND and additional support from external agencies is sought as and when appropriate.

How does the school know if children need extra help and what should I do if I think my child has special educational needs or a disability?

At Thomas Johnson Lower School children are identified as having SEND through a variety of ways including the following:-

- Liaison with pre-school/previous school
- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. Educational Psychologist
- Health diagnosis through paediatrician

The school meets the needs of SEND pupils:

- By creating an environment where all children feel safe, secure, supported and successful
- By creating an environment that aims to meet the specific needs of the children
- Through making clear expectations of all staff throughout the Assess, Plan, Do, Review process for SEND
- By identifying the roles and responsibilities of all staff in the provision for SEND
- By enabling all children to have full access to the curriculum and any additional, or extra-curricular activities that are available

How can I raise concerns if I need to?

If you are worried about your child's progress in school you should speak to your child's class teacher first. Then if necessary contact the SENDCo, or the Head teacher.

How will school support my child?

- Our SENDCo will oversee all support and progress of any child who is identified as having special educational needs and requiring additional support.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in each area is being made.

- There may be a teaching assistant working with your child either individually or part of a small group if this is seen as necessary by the teacher. The regularity of these sessions will be explained to you when the support starts.

Who will explain the support given to my child?

- The class teacher will meet at least once a term with parents and carers to discuss your child's needs, support and progress.
- For further information the SENDCo is available to discuss the support in more detail.

How are Governors involved and what are their responsibilities?

- The SENDCo meets with the Governor with SEND responsibilities each term to inform them about the progress of pupils with SEND. Confidentiality is maintained at all times.

How will the school ensure my child is included in all events and activities?

- Pupils with SEND are encouraged to participate in all events and activities including attending any clubs, school trips and visits.
- Event organisers are aware of how to make their activity fully inclusive.
- School trips are accompanied by a high ratio of adults to children.
- Parents/carers are invited to accompany school trips if appropriate.

What support is available for my child?

- Adjusted learning activities. Your child will have access to the full curriculum but their tasks will be adjusted to their needs so that they can achieve success.
- Access to teaching assistants
- Specific individual support e.g. Speech and Language Programme
- Support for health needs
- Grouping of pupils
- Intervention groups e.g. phonics, maths

How will the school know how well my child is progressing and how will they inform me of this?

- The class teacher monitors each child's progress and discusses with the SENDCo and the parent/carer.
- The class teacher agrees targets with the parent/carer and records these on the child's individual support plan (My Support Plan - MSPs).

- Every term the targets are reviewed and the child's progress is discussed with the parent/carer.
- Every half term pupil progress meetings are held with the Head teacher to discuss the progress and what support is needed.

How will my child be able to contribute their views?

- Children who have individual support plans discuss their targets with the class teacher.
- If your child has an EHCP (an Educational, Health and Care Plan) their views will be sought before any review meetings.

How do we liaise with external agencies?

- We phone or email for advice with external agencies and work closely with them when any referrals have taken place
- We have access to a range of agencies including Speech and Language, Occupational Therapy, Educational Psychology Service, CAMH (Child and Adolescent Mental Health), CHUMS (Child Bereavement Trauma and Emotional Wellbeing Service), CDC (Child Development Centre), Jigsaw and School Nursing Service.

How will the school support my child when they change classes and/or move to another school?

- We encourage all new children to visit the school prior to starting. For children with SEND we encourage further visits to help them to become familiar with their surroundings. We may also visit them in their current school
- We liaise closely with staff when receiving and transferring children to different schools in order to ensure all relevant paperwork is passed on and all needs are discussed and understood.

Who can I contact for further information?

- The first point of contact should always be the class teacher to discuss any issues or concerns.
- You could arrange a meeting with the SENDCo
- Look at our website for further SEND information
- You may want to look at the Central Bedfordshire Local Offer
<http://www.centralbedfordshire.gov.uk/localoffer>

Key Policies

School policies can be found on our website, with the following policies being particularly relevant to parents of children with SEND:

- SEND policy
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Equal Duty policy
- Positive Behaviour Management Policy
- Complaints Policy