

## Crawley Ridge Junior School SEND Information Report

Procedures for identifying children and young people with SEND and assessing their needs.

- We have rigorous monitoring in place that tracks the progress our pupils make in core areas of the curriculum.
- Pupils needing extra support are identified through analysis of school data, careful transition and handover meetings, as well as from meetings with parents who are raising concerns about their child. This can be on entrance into school or at any point thereafter. Our staff is also vigilant at supporting and raising any concerns.
- At pupil progress meetings we use data and other forms of assessment to identify additional needs as well as to celebrate achievement.
- Parents/carers are always encouraged to speak first to the class teacher about any concerns they have. The class teacher then consults with the Inclusion Leader (Lisa Culligan) and a decision is made on the next steps. In consultation with parents, targets for SEND pupils are set which will be worked on over the course of an agreed time period and a date for reviewing progress towards these targets is set. Individual SEND targets are recorded on the Surrey SEND Arrangements document, a working document which is personalised to individual needs and acts as a record of support and interventions that a pupil receives over the course of their time at the school.
- Parents can make an appointment to speak to Mrs Culligan about SEN by contacting the school office.

The kinds of special educational needs that are provided for.

- Having identified needs, we match provision to need, all reasonable adjustments are made and targeted interventions are planned. Where appropriate, an individualised timetable will be devised to support the development of skills and understanding for the individual in all areas of the primary curriculum and in social understanding.
- All teachers are teachers of inclusion and special educational needs and are becoming proficient at providing appropriate experiences for the range of learners within their classes.
- Termly year group progress meetings establish appropriate interventions for individuals or groups of

	<p>pupils as well as ensuring clear communication between all staff involved with that child.</p> <ul style="list-style-type: none"> <li>• We monitor the impact of interventions through regular meetings and tracking of pupil progress.</li> <li>• Our Inclusion Leader leads on this aspect: recording, monitoring and evaluating interventions on our provision map and sharing this information with parents and the SEN Governor. The head teacher and SLT are also actively involved.</li> <li>• Through specialist recruitment and CPD we are developing some in-house specialist expertise in a number of areas of special educational needs, such as ASD, ADHD, Attachment Disorder, emotional literacy, phonics and speech and communication needs.</li> <li>• Our provision map of interventions and support available highlights the SEN TAs providing these interventions.</li> </ul>
<p>Arrangements for consulting parents of children with SEND and involving them in their child's education</p>	<ul style="list-style-type: none"> <li>• We regularly share progress feedback with all our learners and their families. This includes informing families of next steps and what they can do to help/support their child's learning.</li> <li>• We regularly involve parents and families in discussions about their child's learning. We welcome feedback. Home school liaison books are often used to communicate on a regular basis.</li> <li>• We believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations.</li> <li>• We operate an open door policy. We take every opportunity to strengthen this dialogue.</li> <li>• Parents are invited to contribute though a number of means, such as attending trips and supporting other children in the school.</li> <li>• Our Governing Body includes Parent Governors/representatives.</li> <li>• SEND targets are SMART and are reviewed and updated termly and shared with parents/ carers.</li> <li>• The teaching staff, supported by the Inclusion Leader, develop SEND Arrangements documents for SEND pupils. These plans contain the SEND targets set as well background information about the pupil so that all those working with the child, as well as their parents/ carers, have a clear understanding of their learning needs and the provision in place to support them.</li> <li>• We have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school.</li> <li>• Team Around the Family meetings are arranged to support pupils (and their families) with complex needs.</li> <li>• We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. This is also reinforced by generic updates on the curriculum which we share though our newsletter and/or website.</li> </ul>

	<ul style="list-style-type: none"> <li>• Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</li> </ul>
<p>Arrangements for consulting young people with SEND and involving them in their education.</p>	<ul style="list-style-type: none"> <li>• Working with the learner, their families and other staff, the Inclusion Leader considers a variety of options for suitable provision before deciding on a course of action.</li> <li>• The Inclusion Leader supports all staff in delivering Quality First inclusive practice (wave 1). Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families.</li> <li>• All interventions are monitored for impact (through ongoing formative assessment as well as summative assessments), outcomes are defined at the start of any intervention and targets regularly reviewed. These interventions are sometimes supported by Learning and Language Support (LLS) and Behaviour Support (BS) services.</li> <li>• The Inclusion Leader oversees all additional support. The SEND Governor is given an overview of the interventions provided.</li> <li>• One page profiles are produced in consultation with SEND pupils so that teaching staff have a clear overview of the whole child. We believe that it is important to have the views of the child/ young person so that they feel involved in their own learning.</li> </ul>
<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.</p>	<ul style="list-style-type: none"> <li>• We regularly share progress feedback with all our learners and their families. As part of our assess, plan, do and review cycle we generate actions that are needed to support the pupil. These actions must be agreed by everyone involved in the learning of the pupil and include the child/ young person themselves. Families will then understand the next steps for their child and how best they can help/support their child's learning.</li> <li>• SEND targets are SMART and are reviewed and updated termly and shared with parents/ carers. Individual SEND targets are recorded on the Surrey SEND Arrangements document.</li> <li>• We have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school.</li> <li>• The teaching staff, supported by the Inclusion Leader, develop individualised SEND arrangements documents for SEND pupils. These plans contain the SEND targets set as well background information about the pupil so that all those working with the child, as well as their parents/ carers, have a clear understanding of their learning needs and the provision in place to support them.</li> <li>• Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</li> </ul>

<p>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which include higher education, employment, independent living and participation in society.</p>	<ul style="list-style-type: none"> <li>• Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work successfully with our partner schools, arranging extra visits (accompanied by members of our staff) to secondary schools for vulnerable pupils as well ensuring their attendance at transition sessions that are run by individual secondary schools.</li> <li>• The Year 3 team leader, teachers and Inclusion Leader make visits to our feeder infant schools and extra transition visits are arranged where necessary for SEND pupils. Special arrangements are also made for vulnerable pupils so that their transition into our school is successful.</li> <li>• We hold meetings with staff at our local secondary schools and key members of Y7 staff visit our school in preparation for pupil transfer.</li> <li>• Parents of SEND pupils in Y6 are invited in to discuss the next stage of development for their son/daughter. While the pupil is still in Y5 parents are advised to take an active part in preparing for the next stage of their son/daughter's education by visiting schools that they feel may be appropriate for their child's secondary education. In this way they can become familiar with the SEND departments of these schools and then make informed choices when applying for secondary placement.</li> <li>• Depending on the level of need of the pupil, the educational psychology service may also be a source of support to parents when selecting a secondary placement.</li> <li>• Each year a careful transition meeting is also held between year groups to ensure the smooth transfer from one year group to the next and specific transition strategies put in place for SEND or vulnerable pupils. This will involve these pupils making extra visits to their new classrooms and familiarising themselves with the new environment they will be working in. The completion of SEND Support Arrangements for SEN pupils will further support this process as these plans will give a clear outline of needs, aspirations and strategies that have worked successfully for the child.</li> </ul>
<p>The approach to teaching children and young people with SEND</p>	<ul style="list-style-type: none"> <li>• Having identified needs, we match provision to need, all reasonable adjustments are made and targeted interventions are planned. We adopt a graduated approach to meeting needs, through Quality First teaching our staff make reasonable adjustments to help include all children not just those with SEND. Where appropriate, an individualised timetable will be devised to support the development of skills and understanding for the individual in all areas of the primary curriculum and in social understanding.</li> <li>• All teachers are teachers of inclusion and special educational needs and are becoming proficient at providing appropriate experiences for the range of learners within their classes.</li> <li>• Termly year group meetings establish appropriate interventions for individuals or groups of pupils as well as ensuring clear communication between all staff involved with that child.</li> <li>• We monitor the impact of interventions through regular meetings and tracking of pupil progress.</li> </ul>

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

- Differentiation is embedded in our curriculum and practice. Reasonable adjustments are made to teaching approaches in order to support all learners. Staff differentiate approaches and resources so as to support access to the curriculum
- All our teachers are clear on the expectations of Wave 1 provision and this is monitored regularly by the leadership team and curriculum leaders.
- Depending on the needs of each pupil, an individualised timetable will be devised to support the development of skills in all areas for every child.
- Our Accessibility Plan has also been updated by the SLT.
- We value and respect diversity in our setting and do our very best to meet the needs of all our learners.
- The site is not fully wheelchair accessible due to its position and its design on a split level site.
- The school has not been updated to meet the particular needs of children with auditory and visual impairments. Members of staff have, however, been trained to support pupils with hearing impairment.

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

- Many of our staff have developed skills enabling them to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge.
- Our staff receives regular training and our teachers all hold qualified teacher status.
- We have a number of established relationships with professionals in health and social care, i.e. speech and language therapists, occupational therapists, physical and sensory advisory service, REMA and travellers service.
- All external partners we work with are vetted in terms of safeguarding.
- We work closely with Learning and Language Support, Behaviour Support and the Educational Psychology service. All interventions led by these services involve parents and are monitored and evaluated.
- Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.
- We also access outreach services from Carwarden House and Freemantles for parents and staff.
- Our Inclusion Leader is a qualified teacher and has been in post since September 2006.
- We invest time and money in training our staff to improve Wave 1 provision delivery, particularly in maths and developing enhanced skills & knowledge in our TA workforce to improve the delivery of Wave 2 and 3 interventions.
- A number of TAs have received training to develop skills in working with autistic pupils and pupils who have SLCN (Speech, language and Communication Needs) or behavioural needs.
- Two of our TA team are trained as ELSAs (emotional literacy support assistants) and work with individuals or groups of children across the school. Our ELSA's have received training in Attachment Disorder and one has been trained (along with the Inclusion Leader) in Emotion Coaching
- Our staff is regularly updated at staff meetings on matters pertaining to special educational needs and disability.
- In the past year staff members have been trained to develop understanding and improve provision for pupils with Dyslexia, ADHD (Attention Deficit and Hyperactivity Disorder) and ODD (Oppositional Defiance Disorder). They have particularly attended training on understanding and dealing with challenging behaviour, supporting pupils with Attachment Disorder and on the use of Positive Touch techniques. Some staff members have also worked closely with the Virtual School to support outcomes for Looked After Children.

<p>Evaluating the effectiveness of the provision made for children and young people with SEN.</p>	<ul style="list-style-type: none"> <li>• Budgets are closely monitored and aligned to the school improvement plan of the school.</li> <li>• Provision mapping is used to ensure that the SEND budget targets those pupils with greatest need. Provision mapping also supports the school in being able to evaluate if provision is effective and whether interventions have been cost effective.</li> <li>• We review the needs of the SEND children within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs.</li> <li>• The Inclusion Leader carries out learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.</li> <li>• The provision management tool is also used to assess the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.</li> <li>• Each year we review the needs of the whole cohort to see if there is a change in the overall SEND make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.</li> <li>• Pupil premium children and those on free school meals are monitored to ensure they have access to additional resources (if they are SEND) that will support the narrowing of the gap in their learning.</li> </ul>
<p>How children and young people with SEND are enabled to engage in activities available with children and young people at Crawley Ridge Junior School (CRJS) who do not have SEND.</p>	<ul style="list-style-type: none"> <li>• Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.</li> <li>• All children are encouraged to participate in after school activities as well as in all aspects of school life.</li> <li>• Integral to our ethos is learning through firsthand experience and this is made accessible to all children. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. Risk assessments are carried out and where appropriate care plans are put in place so that pupils with SEND can access these educational experiences.</li> <li>• Pastoral support and response plans are also drawn up for vulnerable pupils or those with behaviour management issues.</li> </ul>
<p>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to</p>	<ul style="list-style-type: none"> <li>• All staff provide a high standard of pastoral support.</li> <li>• Lunchtime and social skills groups are in place to support pupils with emotional and social needs.</li> <li>• Teachers highlight vulnerable children for these groups through regular monitoring of their behaviour and emotional well being.</li> <li>• Two of our TA team are trained as ELSAs (emotional literacy support assistants)</li> <li>• Relevant staff members are trained to support medical needs. We have a medical policy in place and</li> </ul>

<p>the views of children and young people with SEN and measures to prevent bullying.</p>	<p>our Inclusion Leader develops care plans for pupils with medical or physical needs. These care plans are communicated to all relevant members of staff and copies of care plans are taken on any school trips. The staff knows that they are responsible for following the care plans in and outside school.</p> <ul style="list-style-type: none"> <li>• Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff. Additional behaviour charts are set up for particularly vulnerable children where teachers, parents and children are able to monitor behaviour and make comments on progress. Vulnerable pupils are also flagged up to all staff and monitored on the playground.</li> <li>• We have adopted a restorative approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours.</li> <li>• Our PSHE programme also looks to develop emotional and social development.</li> <li>• Every child can talk to their class teacher to share any concerns.</li> <li>• We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</li> <li>• Learner voice is central to our ethos and this is encouraged in a variety of ways and regularly, i.e. School and Eco Councils.</li> </ul>
<p>How Crawley Ridge Junior School involves other bodies including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND needs and supporting their families.</p>	<ul style="list-style-type: none"> <li>• Many of our members of staff have developed skills enabling them to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge.</li> <li>• Our staff receives regular training and our teachers all hold qualified teacher status.</li> <li>• We have a number of established relationships with professionals in health and social care, i.e. speech and language therapists, occupational therapists, physical and sensory advisory service, REMA and travellers service.</li> <li>• All external partners we work with are vetted in terms of safeguarding.</li> <li>• We work closely with Learning and Language Support, Behaviour Support and the Educational Psychology service.</li> <li>• All interventions led by these services involve parents and are monitored and evaluated.</li> <li>• We also access outreach services from Carwarden House and Freemantles for parents and staff.</li> </ul>
<p>Arrangements for handling complaints from parents of children with SEND about the provision made at Crawley Ridge Junior School.</p>	<ul style="list-style-type: none"> <li>• In the first instance, parents/carers are encouraged to talk to their child's class teacher.</li> <li>• If the matter cannot be resolved at this stage then the Inclusion Leader may become involved and a meeting convened to discuss the nature of the complaint and look for a resolution to the issue.</li> <li>• Further information and support can be obtained from the school's Inclusion Leader (Mrs Lisa Culligan) and the head teacher (Mrs Sue Knight).</li> <li>• A copy of the school's complaints procedure can be found on the school website. The complaints procedure outlines the formal steps the school will take in handling each complaint.</li> </ul>



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|  | <ul style="list-style-type: none"><li>• Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.</li></ul> |
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