



BERRYMEDE JUNIOR SCHOOL

Osborne Road, Acton, London W3 8SJ
Phone: 020 8993 9053 Fax: 020 8896 0472
E Mail: admin@berrymede-jun.ealing.sch.uk

Special Educational Needs Information Report

Policy Review Date: October 2022

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'Be Happy, Be Healthy, Study Hard'



BERRYMEDE JUNIOR SCHOOL

Special Educational Needs Information Report



The SEN Information Report sets out our school's provision for pupils with SEN and how we implement the SEN policy.

The LA Local Offer

Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families.

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>

1. What kind of needs can be supported at our school?

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Our school's SEN policy document is available on our website.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy
- Communication and Interaction – Autistic spectrum condition, Asperger's Syndrome, selective mutism, speech, and language difficulties
- Social, Emotional and Mental Health – Attention deficit hyperactivity disorder
- Moderate/severe/profound and multiple learning difficulties

2. How are children's needs identified?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We understand and consider parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents of children with SEN is even more important so we do the following things:

- Communicate regularly and informally through home schoolbooks, phone calls and letters, and quick informal chats at the beginning and end of the school day as and when needed.
- Have an open-door policy so that parents can make appointments to see the class teachers and SENCo when they are concerned and would like a longer discussion.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment, and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for transition

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school and spend a short time in their new class so they know what to expect.

When moving classes in school:

- Information will be passed on to the new class teacher in advance via a pupil profile and a meeting will take place with the new teacher to ensure a seamless transition.
- Students have a visit your new class session to meet the teacher and ask questions
- Transition between teaching assistants from current to new year group happens two weeks prior to the end of summer term and at the beginning of the new academic term. Your child will work closely within this transition, in order for consistency, boundaries and routines to follow, ensuring a settled start to their new class environment.

Before entry to High School at 11 years old

As soon as we know which High School your child will be moving on to we start to arrange transition meetings. These help to ensure the Secondary Schools are able to plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

How do we help children when they move to another school?

Whenever any child moves to another school we always pass on school records to the new school.

If a child has SEN we also:

- Pass on SEN records to the new school
- Liaise with the SENCo/ year group leader of the new school to clarify any information necessary.
- If needed, we can include ways to support a child to have a settled move to a new school through their SEN statement or EHC plan.
- If possible, we invite the new school to the last annual review of a child with an EHC plan or statement and a transition plan can be set up as part of this meeting.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Our extra provisions include:

Maths; Maths Mastery approach, multi-sensory maths [star words with actions at beginning of each lesson, a range of concrete resources available, role play, problem solving scenarios], numicon, sentence stems provided to support reasoning skills, Catch up Maths and pre – teaching maths interventions.

Literacy; IDL, Dancing Bears, colourful semantics, role-play, power of reading scheme followed exposing students to engaging texts, guided reading scheme followed covers all reading domains, Reading Plus, concrete resources, shared writing, scaffolding and explicit modelling of skills in lessons, cloze activities, writing frames and flexible methods of recording work to support children with additional needs.

Social Emotional Provision; Zones of Regulation used across all year groups, Check-ins, circle time, Rights respecting curriculum, Girl's Social Skills Group, Boy's Social Skills Group, Art Therapy, weekly counselling sessions, ELSA (Emotional Literacy Support), a variety of clubs available to all students, access to a sensory tent with sensory equipment to allow children a calm space to relax.

Extra Physical Development Provision; Fine motor skill support, gross motor skill support, climbing, cricket, football, badminton, basketball, table tennis, swimming, gymnastics, dance club, Tai Chi.

Specialist Classroom Provision; Poetry [LAMDA Examination Center]; Drama [with the Young Vic]; Music, orchestra and singing [specialist professional musicians]; French [class teacher]; Latin (external teacher).

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- We believe that your child's learning needs will be met through the quality- first teaching delivered by their class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children and teachers differentiate planning and set tasks to match students current working level, allowing every student to succeed.
- The class teacher will their teaching and make reasonable adjustments in class to cater for your child's additional needs.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning too.
- We regularly review our Accessibility Plan to ensure that all pupils have the fullest access to the curriculum and the school site as possible.

8. Additional support for learning

At Berrymede, we offer a variety of different interventions to support students with SEND. Interventions take place throughout the school week and are headed by our trained and skilled TAs as well as external agencies who specialise in certain areas of support.

- Reading (Fluency and Comprehension) and Writing Support
- Speech and Language
- Maths Support
- Phonics programmes
- Colourful Semantics
- Lego Therapy
- Social Skills
- Social and Emotional/ Nurture Groups
- Occupational Therapy (Fine and Gross Motor Skills)
- Handwriting
- IDL (Software intervention to support pupils with dyslexic traits in reading and spelling)
- Art therapy
- ELSA (Emotional Literacy Support)
- Support with transitioning to high school
- Booster groups for SATS

SEN leadership have completed the National SENCo Accreditation

The school works with many different agencies and professionals to support children's needs:

- An Educational Psychologist
- An Art Psychotherapist in school weekly
- A trained counsellor in school weekly
- An Occupational Therapist
- Three Speech and Language Therapists
- School nursing service
- Social services
- SAFE team
- Behaviour support teams
- CAMHS (Child and Adolescents Mental Health Services)
- Primary Referral Units

9. How does the school ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- Your child's learning needs will be met through the quality- first teaching delivered by their class teacher initially
- All staff take part in training session. These training sessions are intensive and build on the professional knowledge of the staff.
- We also work closely with the Educational Psychology team
- We employ additional speech and language therapist time directly so that our staff are continually receiving high-quality support to effectively support your child
- The school can access training programmes from different organisations including the borough's Special Educational Needs Support service and through outreach teams based at some of our specialist settings
- Individual training can also be arranged when necessary

10. Securing equipment and facilities

It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs

- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning too.
- We regularly review our Accessibility Plan to ensure that all pupils have the fullest access to

the curriculum and the school site as possible.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCo
- Using our assessment tool 'Insight' to measure progress
- Holding annual reviews for pupils with EHC plans
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support

12. What additional activities are available for children, including those with SEN?

All extra-curricular activities (listed in this document) are available to all our children. Before and after school care is available to all our children. All trips (including Residential) are available to all our children, including those with SEN. All pupils are encouraged to take part in sports day and school plays.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

13. What support will there be for my child's happiness and well-being

We believe that the happiness and well-being of all our pupils is paramount

- All members of staff take this aspect of school life seriously
- You can be confident that in particular your child's class teacher, the teaching assistants, school counsellors and the SENCo are available to provide support to match your child's needs
- You should also feel free to contact your child's class teacher if you have any concerns
- We have a zero-tolerance approach to bullying

14. What is an EHC Plan (Education, Health & Care Plan) and who can request one for one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare for adulthood.

An EHC Plan will contain:

- The views and aspirations of you and your child
- A full description of his/her special educational needs and any health and social care needs
- Establish outcomes for your child's progress
- Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes
- You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCo can request that the local authority assess your child's needs. This may lead to an EHC Plan.

15. What do I do if I am concerned about the quality or effectiveness of the support my child is getting?

Our School checks the quality of the support for each child and report the effectiveness of provision to the governors termly through the Headteachers's Report.

If you are concerned at any time, please contact the school in this order:

- Class teacher
- SENCo
- Head Teacher
- Chair of Governors

16. The school's Complaints Policy can be found on the school website.