

Carterhatch Junior School Special Education Needs Information Report

Carterhatch Junior School is part of the
Enfield Learning Trust



How we support children with special education needs or disabilities

Our vision and how we hope to achieve it

- We are fully committed to meeting the needs of pupils with Special Educational Needs or Disabilities (SEND) as far as is reasonably practicable. In meeting these responsibilities, we have due regard to the [SEN Code of Practice](#) and the [Disability Discrimination Act 2005](#)

We seek to:

- Provide a welcoming, calm, happy, purposeful and nurturing community
- Ensure **all** children are valued
- Recognise the potential of **every** individual and ensure that **all** children make progress
- Work in partnership with parents/carers and children
- Ensure that Special Educational Needs are identified and assessed as early as possible
- Ensure children's needs are met as soon as is practicable
- Ensure that **all** children have access to an enriched curriculum
- Work closely with the Local Authority and many other agencies, including Social Care, Parents Support Unit, Educational Psychologists and medical services, to identify, assess and meet the needs of children with Special Educational Needs
- Develop and maintain a range of expertise within the school
- Monitor, review and evaluate policy and provisions on a regular basis

How does your school ensure that children who need extra help are identified early?

At our school we use the definitions for SEN and disability from the 2014 SEND Code of Practice. These state:

- **Special Educational Needs:** 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.
- **Disability:** Many children and young people who have SEN may have a disability defined under the Equality Act 2010. A disability is defined as: ‘...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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and leukaemia.

Teachers draw on a range of sources to regularly monitor children’s progress. This includes ongoing assessment, year group discussions and pupil progress meetings.

What should a parent do if they think their child may have special educational needs?

We believe that parents/carers know their children best, therefore we have an open door policy and parents/carers are encouraged to speak to a member of staff if they have concerns.

Parents/carers can speak directly to the class teacher, SENCO (Kisshana Livingston) or Parent Support Advisor (PSA) Mrs Hannaford

Who will explain my child's needs and progress to me?

- Teachers will discuss any concerns with the SENCO
- All teachers meet with the SENCO at least termly to discuss the progress of children. We use a set of identification criteria to help us decide if a child may currently have some additional needs
- The teacher and SENCO will evaluate the current provision which the child is already accessing and decide if any other intervention would be beneficial
- The SENCO will observe or assess the child and provide teachers with supportive strategies
- If further support is needed, professionals may be invited into school.
- Parents/Carers are kept informed at all times.

[Flowchart of support](#)

How will school support my child?

Our staff are committed to providing a welcoming, calm, happy, purposeful and nurturing community. We work closely with parents/carers and professionals to ensure the best outcomes for our children.

Our [provision map](#) indicates the range of provision that is available to support children with SEND. It is important that any provision put in place to support children with SEND is successful and makes a difference to their learning and well-being. Provisions are evaluated termly.

How are the school's resources allocated and matched to children's special educational needs?

The Local Authority sets the annual SEN budget for the school. Additional money may be allocated on a child's statement of special educational needs or Educational, Health and Care Plan (EHCP). The school prioritises funding to support pupils with SEND.

To ensure the best use of the money for children with SEND, we:

- Have formal and informal meetings with parents/carers
- Respond to the needs of individual children
- Audit the provision already in school via our annual school evaluation
- Purchase additional professional time e.g. additional Educational Psychologist hours
- Allocate additional SEN provision e.g. Social skills and speech and language groups
- Will also purchase general resources that can be used by teachers to help children make progress

How is the decision made about what type and how much support my child will receive?

We follow the **Assess-Plan-Do-Review** cycle, as recommended by the DfES in the 2014 SEND Code of Practice:



This means that we assess all children regularly so we can track progress or lack of progress. We then identify children who may potentially have SEN, using a set of identification criteria. Identification is done at a meeting between class teachers or year groups and the SENCO. Interventions are then planned according to individual need and are reviewed by teachers and the SENCO each term. It is our practice to include relevant support staff in reviews of interventions whenever practical.

Class teachers understand that **all** children are individuals; therefore lessons are differentiated according to the specific needs of all groups of children. All learning tasks are adjusted in order to enable all children to access their learning as independently as possible.

Personalised provision may include:

- Brain breaks e.g. needing to move between tasks/refocus and refresh
- Adult support e.g. adult to support with learning tasks/ attend speech and language groups and focused interventions
- Visual timetables
- Personalised timetables
- Groupings e.g. supportive groups/paired work
- Seating arrangements e.g. sit nearer the front/ away from distraction
- Equipment e.g. use of recording aids/visual aids
- This ensures that children have the best possible opportunity to learn and progress from whatever their starting points.

What opportunities will there be for me to discuss my child's progress?

A range of ways will be used to keep parents/carers informed, which may include some of the following:

- Home/school communication book
- Letters/postcards sent home
- Additional meetings as required
- Reports
- Texts and emails

How does the school manage the administration of medicines and personal care?

Support we offer for children's health and general wellbeing

- In order for **all** children to progress they must feel happy and safe within their environment. It is important that all children enjoy school and are happy to attend.
- We provide a welcoming, calm, happy, purposeful and nurturing community. We ensure **all** children are valued.

Medical

- For those children with health and medical needs, we work with parents/carers and the school nurse to produce health care plans
- The healthcare plans are reviewed annually or when a parent/carer informs school of any changes in the child's condition
- Our school has a group of trained first aiders as well as two members of the office staff who deal with more in depth needs such as; supporting pupils with administering medicines
- EpiPen training with our school nurse

What support is there for behaviour, avoiding exclusion and increasing attendance?

Social

Parental Support Adviser (PSA):

- The Parental Support Adviser, Mrs Hannaford, is involved with attendance, punctuality and other general/confidential issues
- The PSA will become involved if the class teacher raises any issues with her
- Parents are able to self-refer
- The PSA is able to identify issues herself through monitoring of attendance, punctuality and any other general matters

Learning Mentors: Provides small group and individual support to children

- If a child is experiencing bereavement, change or loss and this has a direct affect on their learning and attitude in class, teachers can refer children to the Learning Mentor
- The Learning Mentor also works with pupils who have Child Protection issues and are Looked After by the local authority
- The length and nature of the intervention will depend on the individual pupil's needs
- Parents/carers can refer if they are concerned about their child's wellbeing

How will my child be able to contribute their views?

- Learner feedback is part of our established learning culture. We speak to children about their progress regularly and they are all involved in considering their progress in a lesson and also what would make the lesson better.
- All children having additional support or an intervention programme will be asked for their views about their progress and needs on a termly basis, either through the completion of a Pupil's Views proforma or All About Me form, or by attending review meetings, which can include parents/carers and teaching staff. Children with Personal Education Plans are given the opportunity to complete an All About Me form and will normally attend part of their termly review if they feel comfortable in doing so.
- All children who have an EHCP will be involved regularly in discussions about their progress. They will have the opportunity to complete a Pupil's Views proforma or All About Me form, with a member of staff to help them if they need it. Children with EHCPs are invited to attend part of their Annual Review if they feel comfortable in doing so.
- All children with additional needs are encouraged to give their views on what helps them, what their aspirations are, what they find difficult, the things that may prevent them learning as well as they could, and how they feel about school.

What specialist services and expertise are available at or accessed by the school?

- Educational Psychologist Service
- Speech and Language Service
- Behaviour Support Service
- Child And Adolescent Mental Health Service (CAMHS)
- School Nurse
- Social Care
- ASD advisory Service
- Sensory Impairment Service
- Referrals for advice and training from the outreach services from Enfield special schools

What training have the staff supporting children with special educational needs had, or are currently having?

Our in-house specialist staff regularly receive training in their areas of work. These include:

- Whole school training of our approach for pupils with SEND e.g. Autism, behaviour management, dyslexia, the purpose of nurture groups, speech, language and communication needs
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their classes
- Teaching assistants receive regular SEN training from the SENCO

How will my child be included in activities outside the classroom including day and residential trips?

We believe that **all** children should have equal access to all of school life, therefore we make reasonable adjustments when needed. If your child has been identified as having SEND, then we will do our best to ensure they are included in all activities. We are always happy to have parents supporting children on trips and activities outside the classroom. We welcome parents' support in planning to meet individual children's needs when completing risk assessments for trips and other activities.

How accessible is the school environment?

How we adapt our school environment

Visual Impairment

- Most areas are accessible for children with visual impairment. This includes colour visual support for corridors, lockers, classrooms and support rooms as well as lighting and yellow lines on the playground. We have experience of using equipment which enables curriculum access. There are also interactive white boards and visualisers in every classroom.

Hearing Impairment

- We have experience of using portable sound systems and radio aids and these will be used as necessary if a child has a hearing impairment. All classrooms have been carpeted to improve acoustics and reduce background noise.

Autistic Spectrum Disorder (ASD)

- We aim to hold half termly coffee mornings for parents of children with ASD. We discuss school procedures and practises are constantly reviewed to ensure they are supportive of children and parents with special educational needs. We share strategies of supporting children with ASD.

Physical and Medical needs

- The school is on one level so is accessible for children and staff with mobility difficulties. Our environment has ramp access via the year 6 entrance and playground to the whole school. We have wide doors for wheelchair access. We have a disabled toilet with a shower. We are also able to borrow some specialist equipment from other agencies such as; hearing aids for children with severe hearing impairment or visualisers for pupils who have significant sight impairment.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We work with parents/carers to ensure any transition is as smooth as possible for families and children
- We, along with the Carterhatch Infant school staff, identify children who may need some extra support to transfer successfully to the Junior School. Visits are then arranged and activities are carried out with the SENCO and learning mentor.
- Children are taken on a tour of the school so that the environment is familiar to them
- For children with more specific needs we would take advice from Carterhatch Infant school staff. This may include social stories, transition books, extra visits, staff visiting the infants
- When the year 6 children are due to leave, the secondary staff come into school to meet the children and discuss any needs with the year 6 teachers
- All children are given the opportunity to have a taster session at their new secondary school. If a child has a more significant need we will arrange extra visits to the school for these pupils.
- Some children will take part in a programme discussing what they are looking forward to or may be worried about when attending secondary school

How are parents involved in school life?

We know that parental involvement and support is one of the key factors to a child's success. We provide opportunities for parents/carers to be fully involved in shaping the direction of the school by:

- Having parent/carer workshops, where aspects of school life are discussed with the parent support advisor
- We encourage parent/carer volunteers to come into school to listen to children read and support on school trips
- The parent support advisor is always available for parents/carers to speak to
- We have several members of staff who are bilingual and able to translate. If there is not a member of staff who speaks the language spoken by the family then we encourage them to bring a friend who can translate for them
- We have regular coffee mornings
- There is a parent support group for parents of children with SEND
- Parents are invited to attend school based meetings with external staff, e.g. the Educational Psychologist
- Parents are involved in reviews of children's progress

Who can I contact for further information or to discuss a concern?

- The first person to contact to discuss any concerns about your child is the class teacher
- If parents have any further concerns they can speak to Lynda Hannaford our PSA who will put parents/carers in touch with the most appropriate person
- If your child has SEND that you wish to discuss, please speak to the SENCO.
- The SENCO (Kisshana Livingston) can be contacted at the school office or by phoning the school on 020 8804 2101. Ext 4.
- For information regarding Enfield's provision for special educational needs and disabilities please [click here](#).
- For independent parent support please contact:
- [SENDIASS \(Special Educational Needs and Disabilities Information, Advice and Support Service\)](#)
- Our school complaints policy is available on our [school website](#). This information will be kept under review and updated.

Review date: September 2019