

LEYS FARM JUNIOR SCHOOL

SEN-D Information Report – September 2024

SENCo – Miss R. Stoney

SEN-D Governors – Mrs M. Austin

1.	How does Leys Farm Junior School (LFJS) know if children need extra help and what should I do if I think my child may have special educational needs?	<ul style="list-style-type: none"> ● Prior to starting in our junior school setting staff visit the child in their infant setting or provision and speak to staff. ● On-entry the progress of all children is monitored continuously by class teachers. Children’s progress is discussed with the Special Educational Needs Coordinator (SENCo), at least termly, during pupil progress meetings. When a child is not making expected progress in a particular area of learning, Leys Farm Junior School (LFJS) quickly identify the need for additional support using the Local Authority framework to support in ensuring correct identification. This will then be discussed with parents/carers and the child concerned. ● If parents/carers have concerns about the progress or attainment of their child they should, in the first instance, make an appointment to speak to the class teacher to discuss concerns, who will then liaise with our SENCo, as appropriate. The SENCo carries out observations and assessments in school and will refer the child on to relevant agencies, if necessary. ● Our Special Educational Needs and Disability (SEN-D) Policy follows the Code of Practice (2014). ● North Lincs Early Help Strategy should be in place if two or more agencies are involved with the child and the Pastoral Manager regularly holds early help meetings.
2.	How will Leys Farm Junior School staff support my child?	<ul style="list-style-type: none"> ● The SENCo and the class teacher will oversee, plan and work with each child with SEN-D to ensure that progress in every area is made, providing high quality teaching. ● Baseline assessments take place during the first two weeks the child is in school. ● Our whole school provision map overview shows the range of interventions in place at LFJS which may be used when we identify a need for additional support. We match provision to need and desired outcomes. ● The SENCo and class teacher plan the provision and the SENCo oversees additional interventions for children to enable them to make at least expected progress. The parents/carers will be informed of the planned support and will be invited to a meeting to discuss this further. ● If the child meets the criteria for SEN-D, a ‘Personal Passport’ will be created with the child and parents/carers, detailing the additional support the child will receive. A copy of this will be provided for parents/carers each term. ● A Teaching Assistant (TA) may work with the child either individually or in a small group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents/carers when the support starts. ● We have trained TAs to deliver a range of interventions – each TA has an intervention area they are responsible for delivering school-wide in an afternoon. ● The impact of every intervention is rigorously monitored through intervention monitoring, observations, regular meetings and tracking of attainment and progress. ● We also work closely with outside agencies and seek support and advice from them, as required.
3.	How will the curriculum be matched to my child’s needs?	<ul style="list-style-type: none"> ● Every teacher provides high quality adaptive teaching and scaffolding, or pre-teaching or same day intervention, is planned for individuals and groups of children according to their needs. Targets in reading, writing and maths are used

	<p>What are the school's approaches to differentiation?</p>	<p>to inform and support whole class approaches to inclusion. This may, for example, take the form of modified learning challenges and use of multi-sensory resources, varied teaching styles and strategies, including VAK (visual, auditory and kinaesthetic). This is monitored by the SENCo.</p>
<p>4.</p>	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> ● We have an open-door policy so parents/carers have the opportunity to discuss individual needs as required. Appointments can be made with class teachers through either the school office or Class Dojo. The SENCo is also accessible via Class Dojo should parents wish to contact them directly. ● Partnership with parents plays a key role in enabling SEN-D children to achieve their potential. ● Each class teacher produces a termly curriculum overview to enable parents/carers to see what their child/children will be learning each term. ● Annual reports and termly Parent-Teacher Meetings give all parents/carers regular feedback on their child's up to date academic progress, individual reading, writing and maths targets and any social, emotional, mental health or behavioural difficulties. ● In addition to this, parents/carers of children identified as having SEN-D will be invited to attend a collaborative SEN-D review meeting with their child's teacher, their child and the SENCo to discuss their Personal Passport and agree ways of achieving the outcomes. ● When appropriate, parents/carers may be contacted mid-term to discuss the support that school is providing and how they can help their child at home. ● The child's views will be obtained and when appropriate, they will attend all or part of a meeting. ● If your child has more complex SEN-D and may have an Education, Health, Care Plan (EHCP) then formal meetings will take place during an annual review in addition to termly SEN-D reviews.
<p>5.</p>	<p>How will my child be consulted about their own learning?</p>	<ul style="list-style-type: none"> ● Here at LFJS we have a strong belief in pupil voice and believe this is central to meeting the needs of our children. ● We use pupil voice to judge the success of our work with students with SEN-D and we recognise that their opinions will help us meet their needs. Students will be invited to meetings and reviews to participate in the decision-making processes and always contribute to any Annual Review, either in person or in writing. ● The school council meets regularly and plays a strategic role in formulating ideas and communicating with school staff and governors. ● Students who have taken part in interventions are asked to contribute to the review process at the end of the intervention programme and are also involved in reviewing the information on their 'Personal Passports' that are shared with class teachers and parents. Within these passports, children are encouraged to set a personal target, which is something they wish to achieve, this can be educationally, emotionally or socially.
<p>6.</p>	<p>What support will there be for my child's overall mental health and well-being?</p>	<ul style="list-style-type: none"> ● Every learner has named safe adults who they can talk to should the need arise. ● Bubble Time takes place each day if a child needs to speak to an adult. ● Our Pastoral Manager will be available to talk to children throughout the day. ● We have trained TAs to deliver a range of interventions – each TA has an intervention area they are responsible for delivering in an afternoon. ● Our Behaviour Policy includes guidance on expectations, rewards and sanctions. ● We have adopted a Restorative Practice approach to help children to build, maintain and repair relationships. ● We also use Zones of Regulation, Emotion Coaching and adhere to the Thrive principles.

		<ul style="list-style-type: none"> ● Buddy Mentors (Y6) and Sports Ambassadors (Y5 and Y6). ● Staff are trained to support medical needs. Many of our TAs have a recent and relevant First Aid certificate and most have had asthma, epi-pen and diabetes training. We have a 'Supporting Children with Medical Conditions' policy. ● Children's views are sought through School Council, Subject Ambassadors, PSHE and circle times. ● We teach the PSHE spiral curriculum through JIGSAW a specially designed programme. ● Early Help Assessments and liaison with Children and Family Services, if needed.
7.	What specialist services and expertise are available at or accessed by Leys Farm Junior School?	<ul style="list-style-type: none"> ● Educational outside agencies include: Educational Psychology, Behaviour Support Team, Autistic Spectrum Education Team (ASET), Ethnic Minority and Traveller Service (EMTAS) and St Luke's Outreach Service. ● Specialist health services include: Paediatric Community Nurses, Health Visitors, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Hearing and Visual Impaired Services and Child and Adolescent Mental Health Service (CAMHS). ● We work closely with Children, Family and Young People's Support Services.
8.	What training have the staff supporting children with SEN-D had (or are having)?	<ul style="list-style-type: none"> ● Our Headteacher, Miss S. Thomas, and SENCo, Miss Stoney, hold the Post Graduate Certificate in SEN. ● The SENCo regularly attends the Local Authorities SENCo network meetings, national events and conferences in order to keep up to date with local and national changes in SEN-D. ● All our teachers hold qualified teacher status (QTS), and all our TAs have undertaken TA training. All staff members receive regular training to best support our children with SEN-D and safeguarding. ● We regularly invest time and money in training staff to improve Wave 1 high quality teaching. ● We have teachers and TAs with specialisms in Speech and Language Therapy, Autism, Dyslexia, Occupational Therapy, Moving and Handling, Counselling and Sensory Needs.
9.	How will my child be included in activities outside the classroom, including school trips?	<ul style="list-style-type: none"> ● Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom by removing barriers to their learning. ● Where there are concerns for safety and access, a personalised/individual risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.
10.	How accessible is the school environment?	<ul style="list-style-type: none"> ● We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our school environment to meet individual needs. Our policy and practice adhere to The Equality Act 2010 and is reviewed annually. ● Our building is wheelchair accessible and we have disabled toilet facilities on the site. The school is on two floors but adaptations have been made, and will continue to be made.
11.	How will Leys Farm Junior School prepare and support my child to join the school, transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none"> ● We have transition processes in place to make all children feel part of our community. ● We have very good relationships with our feeder settings and the secondary schools that most of our children move on to; we share information and records to support children's learning and well-being at transition. ● Further support is provided for those with SEN-D, including additional visits to the new setting, pen pictures, 'All about Me' booklets and transition programmes/passports for identified children.

12.	How are Leys Farm Junior School's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • The school budget (particularly SEN-D and Pupil Premium funding) is closely monitored, aligned to the School Development Plan and reported to the governing body. Information is available on the website. • We seek to ensure a 'value for money' service; therefore, interventions are monitored and evaluated regularly and closely. • Specialised resources for occupational therapy and speech and language therapy programmes are available to support children who require them.
13.	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • The SENCo decides, in consultation with teaching staff, about what additional appropriate provision to put in place following pupil progress meetings. • All interventions are monitored for impact. Outcomes are defined at the start of any intervention. • High quality teaching and inclusive practice (Wave 1) is clearly defined in our school and we expect all staff to deliver lessons to at least a good standard. • The SENCo oversees all additional support and updates the SEN-D Governor and Governing Body at least termly. • An Education Health Care Plan (EHCP) is requested by the SENCo from the local authority following parental consent and when sufficient evidence has been gathered.
14.	How are parents involved in Leys Farm Junior School? How can I be involved?	<ul style="list-style-type: none"> • We operate an open-door policy. We work in partnership with parents/carers to support each child's well-being, learning needs, progress and aspirations. • Our Governing Body includes Parent Governors/representatives. • Parents are invited to become involved in school life through Parents Meetings, curriculum open days and invitations to school events throughout the year.
15.	Who can I contact for further information?	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to talk to their child's class teacher. For children with SEN-D, further information and support can be obtained from the SENCo, who is contactable through the School Office or Class Dojo. Also, advice is available on the North Lincs Local Offer website which can be found at: www.northlincslocaloffer.com
16.	Is there anything you would like to say about the SEN-D provision at Leys Farm Junior School?	<ul style="list-style-type: none"> • LFJS is our community school. We shape and develop the provision for all our learners ensuring achievement for all. • This SEN-D Information Report declares our annual offer to learners with SEN-D but to be effective it needs the views of all parents, learners, governors and staff. • Any complaints about our SEN-D provision should be made to the class teacher, SENCo or Headteacher in the first instance. The school's Pastoral Manager will also be available to support and advise. • If these discussions do not resolve any issue, the parent will then be referred to the school's complaints policy.
17.	How has COVID-19 affected SEN-D provision within school at Leys Farm Junior School?	<ul style="list-style-type: none"> • Following the pandemic and school closures SEN-D provision was a little different in March 2020 and again in January 2021. If this was to happen again; • If a child has an EHCP and is deemed as vulnerable they are entitled to a place in school. • If a child is SEN Support, then staff will support your child through remote learning by scaffolding the work so that they can access tasks. Additional resources will also be provided either in the form of a workbook, a digital device or practical resources, deemed necessary. • Staff will contact the child through Class Dojo, Microsoft Teams and phone call communication each week.

Available on our website: www.leysfarm.org.uk

(Agreed by the LFJS Teaching Team and SEN-D Governor)

Reviewed: September 2024.

Next Review Due: September 2025.