

Ewanrigg Junior School SEND Information Report

The Special Educational Needs and Disability Regulations 2014 (No 51) require the school to publish certain information regarding our provision for pupils with SEND. Details of which are set out in Schedule 1. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information. Our school SENDCo Amanda McAllister is available by calling 01900 812330 or by emailing admin@ewanrigg.cumbria.sch.uk



Admissions

Ewanrigg Junior School is an inclusive school, our staff, will endeavour to meet the needs of **any** child wishing to attend. The broad areas of SEND are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

We ensure we meet our duties by:

- Admitting any child that has named the school in their Education, Health and Care Plan (EHCP).
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHCP.
- Considering applications from parents of children who have SEND but do not have an EHCP.
- Not refusing admission for a child on the grounds that they do not have an EHCP.

How does Ewanrigg Junior School know if my child needs extra support?

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We identify children with SEND in a number of ways. These include:

- Liaising with the previous school or setting
- Identifying children working below age related expectation
- Noting if there is a change in a pupil's behaviour
- Listening to concerns and identifying children with possible SEND during staff and team meetings
- Investigating concerns raised by parents/carers
- The use of standardised assessments such as dyslexia screening and memory tests

Initial phase of support within school and early identification is through SEND Support (Assess, Plan, Do, Review). This is where quality first teaching approaches are implemented into classroom practice, to meet the needs of pupils and initial observations are discussed with parents/carers. If a pupil's needs are additional to or different from, the school will meet again

with parents/carers to discuss the next stage of support. This may be seeking further advice from Local Authority professionals such as: Specialist Advisory Teachers and/or Educational Psychologists. This may also lead to an application of an Educational Health and Care Plan (EHCP). If parents/carers are concerned about their child's progress, they are encouraged to speak to their child's class teacher or Mrs McAllister.

How will the school support my child?

At EJS we focus on the child or young person as an individual and integration is key to our approach. We offer:

- Personalised teaching and learning
- Family groups for learning
- Nurturing Group
- In class support
- Specific learning interventions (Structured Reading and Spelling, Reading Intervention, Maths Recovery, Toe by Toe)
- Social, emotional and wellbeing intervention groups (Learning to get along, hands and feet to myself, anger management, learning behaviours, happy to be me)
- Risk and Safety groups – Kidsafe, E-Safety
- 1:1 support
- Family Learning
- Access to Senior Mental Health Lead
- Access to Emotional Literacy Support Assistant (ELSA)
- Provision mapping

We offer a graduated approach to meeting the needs of any child identified with SEND and if any child is deemed to be making little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness then the child may be, with consultation with parents, put on an Individual Education Plan (IEP) or be considered for an EHCP.

How do EJS ensure that parents and children are involved in decision making?

EJS believe that pupils and parents should be involved in all decision making. To ensure this we:

- Meet with all parents twice per year
- Meet with the parents of children with IEP, EHCP and those on Early Help
- Hold an annual review for those children with EHCP's.
- Invite children to share their opinions/comments for IEP and EHCP reviews.

This involvement should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Be easy for children, young people and their parents to understand.
 - Highlight the child or young person's strengths.
 - Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
 - Tailor support to the needs of the individual.
 - Bring together relevant professionals to discuss and agree together the overall approach.
- Class teachers, Head teacher and SENCo are available for appointments. Please contact the school office (01900 812330) to arrange a mutually convenient time.

How will the school's approach to teaching and learning match my child's needs?

At EJS we promote high-quality, adaptive teaching. Subject leaders check that the curriculum is adapted to meet the needs of all pupils ensuring it is accessible to all and that the children have the same learning experiences wherever possible. Where required, the curriculum is tailored to meet individual pupils' needs and a bespoke curriculum is followed. Children have access to appropriate resources to support their learning e.g. iPad and iPad apps, coloured overlays, writing slopes etc. During the morning sessions (Reading, English and Maths) children are taught in ability groups ranging in numbers from 4-25 and these groups concentrate on the needs of the children. We also have a nurturing Group . In some cases where pupils are assessed using the Engagement Model and PIVATS, provision in school is adapted to meet pupils' needs outside of the classroom environment. For some pupils, they may be offered group and 1:1 interventions, within the school or expanded school day. In addition to this, pupils may also receive pastoral support through pastoral support, ELSA support as well as social and emotional. This is alongside advice and support from parents/carers and professionals. Some pupils with severe learning needs, also require further enrichments to their curriculum. This is discussed within SEND/EHCP reviews and with parents/carers and school staff.

What support will there be for my child's overall well-being?

EJS believe in developing children as a whole and preparing them for life outside of school. We offer a broad and balanced curriculum that caters for the emotional, mental and social needs of our children. All children are taught valuable skills through the PSHCE curriculum and all staff follow our behaviour and anti-bullying procedure. In addition to this we have a Senior Mental Health Lead - Mrs Rose Hampson. Mrs Yvonne Birkett and Mrs Rose Hampson are ELSA trained. The senior leadership team meet regularly to discuss the needs of the pupils across the school and plan support for pupils with Social, Emotional and Mental Health (SEMH) needs. We also offer specialised support, such as Lego therapy, Nurturing group and SEMH intervention groups (Learning to Get Along, Hands and Feet to Myself, Anger Management, Decider Skills and Happy to Be Me)

If the school requires additional advice regarding a pupils' SEMH needs, we may refer to outside agencies such as: BEWO (Behaviour Emotional and Well Being Officer), Family Action, CAMHS (Child and Adult Mental Health Services).

Where a pupil requires support with aspects of their personal care, school staff will discuss their needs with parents/carers and plans will be put in place to support the pupil in school. It is important that school staff have a full understanding of a pupils' personal care needs, to ensure that they are fully supported within school. If a pupil requires medication, a Health Care Plan will be made with the parents to administer medication. The policy for Supporting Pupils with Medical Conditions, can be found on the school's website

EJS has an in-depth behaviour policy, which can be found on the school's website www.ewanrigg.cumbria.sch.uk. This outlines expectations for behaviour within school and measures put in place to support a pupil with any behaviour concerns within school. If your child is struggling with aspects of their behaviour within school, we will inform you of this at the earliest opportunity. The class teacher, parents/carers and SENDCo will meet to discuss how we can best to support pupils with their behavioural needs. In some instances, this may also involve Mr Dean Ritson – Behaviour Lead and Mrs Shelley McGlasson - Headteacher. Where the school is made aware of an incident of Bullying members of school staff will follow

the Anti-Bullying guidance published by the DFE and the school's behaviour policy. All policies outlined above are in line with Keeping Children Safe in Education and Behaviour and Discipline in Schools (DFE).

How will I know how well my child is doing?

The class teacher has overall responsibility of the progress of pupils within their class. We formally assess all children 3 times per year and parents are informed regularly of their child's progress through a written report and twice-yearly parents' evenings. If a child is identified as SEND Support or in receipt of an EHCP, parents may be informed of their child's progress more frequently and within an IEP/EHCP review. In some cases, EHCP reviews are brought forwards or held more frequently depending on the needs of the pupil. IEP reviews are held three times per year and parents are invited to contribute to their child's SEN support plan. For the majority of pupils, they will be assessed using the school's online assessment tracking system – FFT. However for some pupils, it is more appropriate to measure their progress using the Engagement Model. If your child's progress is assessed using the Engagement Model the class teacher/SENDCo will ensure that you are aware of this.

What training have the staff, supporting children and young people with SEND, had or are having?

We are fortunate Ewanrigg Junior School has a team of extremely dedicated and experienced staff. Staff regularly attend training linked to various aspects of SEND and each year, training is considered and planned for, based on the current needs within school. Mrs Amanda McAllister – SENDCo – regularly attends training provided by the Local Authority to keep up-to-date with policies and procedures to ensure that school staff are kept informed of any changes and developments within SEND.

We have recently completed training based around autism (ASD), attention deficit hyperactivity disorder (ADHD) and sensory processing. A high proportion of our staff are trained in Mental Health First Aid and we have 2 adults who are ELSA trained. We also have a highly experienced Senior Mental Health Lead who works closely alongside our SEND children, and also the SENDCo. We are currently able to offer a range of interventions including ELSA, IDL Literacy/Numeracy, Little Wandle Reading Intervention, Speech, Language and Communication, Maths Recovery, Reading intervention, Toe by Toe, Nurture Group, KIDSAFE, Lego therapy, Restorative Justice, Happy to be Me, Decider Skills, Draw and Talk and Child Bereavement.

We also have a range of equipment available such as writing slopes, laptops, iPads and sensory/therapeutic toys. For some of our pupils extra financial support is received and this will be used to support your child in a variety of ways, in order to best meet their needs. Decisions about how this is used will be made together with parents and will be reviewed on a regular basis.

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

At EJS School, we are fortunate to have a range of staff with a wide range of experiences. Where the school requires additional support or advice in line with the SEND Code of Practice, we meet with parents/carers and plan for the best support for your child. From this, the school may involve professionals from the Local Authority such as: Specialist Advisory Teachers, Educational Psychologists, BEWO (Behaviour and Emotional Well Being Officer). In some cases, it may be decided with parents/carers that it is appropriate to refer to services

provided by the NHS such as: speech and language therapy, community paediatrics, occupational therapists and CAMHS. We also may deem it appropriate to refer to independent support services and charities such as Winston's Wish, Young Carers, Family Action and Bereavement UK. A discussion will be held with parents prior to any referrals being made.

In some cases, the school may refer to the Cumbria Safeguarding Hub, with parental consent, to seek an assessment from the Child and Family Disabilities Social Care Team. This is where parents/carers are seeking additional support out of school time through Direct Payments, to provide respite support for their child. If parents wish to discuss their child's SEND needs and processes outside of school, they are advised to contact SENDIASS - <https://sendiass.cumbria.gov.uk/>

How will you help me to support my child's learning?

The school website outlines expectations for homework across all year groups within the Homework Procedure. Children are required to read to an adult a minimum of 4 times per week at home and this is to be recorded on the Boom Reader App. Children who are currently on the Little Wandle reading intervention should be listened to read by an adult at home and in school every day. This book will be fully decodable and matched to their current phonics level. Children are also required to complete 21 TT Rockstars sessions. This is a free app and again is matched to the children's current ability.

If a pupil requires adapted learning tasks, the class teacher will ensure that their homework is adapted appropriately for their needs. If a pupil is struggling to access tasks at home, parents can speak to the class teacher or SENDCo to discuss how best to meet their needs.

How will my child be included in activities outside the classroom and school trips?

EJS promotes a wide and varied curriculum. Pupils have the opportunity to attend extra-curricular activities, school visits and residential within each year group. Where a pupil requires adaptations or further support to access school visits and/or residentials, the class teacher and SENDCo will liaise with the parents/carers regarding the plans in place for the school visit. All children will be offered the opportunity to attend school visits and residentials. Risk assessments will be drawn up to ensure the safety of all pupils, staff and members of the public. We endeavour to ensure that parents/carers and staff are well-informed of pupils' needs prior to any educational visits and/or residentials and will ensure that parents/carers are involved in the planning and accessibility needs of your child to attend. In some cases, parents have been asked to attend residential visits alongside their child however, this is only in cases where a child requires enhanced, additional support and is carefully planned between school staff and parents/carers.

After school clubs are accessible to all children and the SENCo manages SEND budget to ensure any specialist equipment that is needed is made available.

How accessible is the school environment?

Schools are required under the Equality Act 2010 to have an accessibility plan. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The school is one level for wheel chair access and there is a disabled toilet and shower on site. We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In cases, where a pupil requires adaptations to the

environment, school staff will contact parents/carers, the local authority and specialist teachers/medical professionals involved within the pupil's care to support improvements to the environment.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage in education or life?

At EJS we want transition to be as smooth as possible for our children. The school team including the SENDCo will meet with previous class teacher/SENCo wherever possible to discuss the child's personality, needs and requirements. The SENDCo endeavours that:

- Any plans that outline needs and effective support are passed over.
- If a face to face meeting is not possible telephone consultations will take place.
- There are opportunities for phased transition
- Children have the opportunity to attend a KS1 – Year 3 transition summer school.
- Consultations with outside agencies to ensure staff are suitably trained (e.g. administration of medication, positive handling) and school has the correct equipment.

We also ensure that transition from our school to secondary/ any other school is as smooth as possible for our current SEND pupils by following the same procedure.

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

The SEN code of practice states:

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools' forum, which is also applied to local academies. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENDCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. In cases where the school has followed the graduated approach and the pupil's needs require additional funding to fully support them within the school/curriculum, the school will apply to the Local Authority for additional funding. This discussion will involve parents/carers, school staff/SENDCo and further professionals.

How are decisions made about the range of support my child will receive?

Ewanrigg Junior School follow the graduated approach - assess, plan, do, review. Staff meet regularly and any concerns are discussed with the SENDCo and parents/carers. The type of school support your child will receive, is determined by their level of work and any pastoral support they may require. From the meetings, interventions will be put in place and an IEP written (if required) to address the pupils' learning/pastoral/social and emotional needs.

Support in school can vary between 1:1 support, group interventions and group support within class.

If all involved are satisfied that the child is making progress then we will continue to reassess and adjust provision during the termly SEND review meetings. There is also the possibility of children moving off the SEND register. If school staff feel that a pupil requires further support, above and in addition to what is ordinarily available a discussion will take place with parents/carers and the SENDCo. In some cases there is collaboration between outside agencies, the local authority, parents/carers and school staff to plan and ensure the needs of pupils are being met.

We assess our SEND teaching and learning through 'book looks' and learning walks by governors and the SENDCo. All findings and feedback are regularly reported to the head teacher and governors.

Who can I contact for further information?

Your child's class teacher is the first contact within school. You can contact them directly using Class Dojo or contact the school office via telephone or the Teachers2Parents messaging app. If you would like further information regarding support/provision/needs for your child please contact: Mrs Amanda McAllister – SENDCo/Deputy Safeguarding Lead
amanda.t@ewanrigg.cumbria.sch.uk

Mrs Rose Hampson - Senior Mental Health Lead/Designated Safeguarding Lead (01900 812330) admin@ewanrigg.cumbria.sch.uk

Mrs Shelley McGlasson – Headteacher/Designated Safeguarding Lead
head@ewanrigg.cumbria.sch.uk

Mrs Yvonne Frost – Chair of Governors and Mrs Janet Butler - SEND Governor
chair@ewanirgg.cumbria.sch.uk

Susan Eastwood SENDIASS - 07824 408922 susan.eastwood@cumberland.gov.uk

Where can I find out about the local authority's local offer of services and provision for children and young people with SEND?

Details about the Local Authority's offer of services can be found here:
<https://fid.cumberland.gov.uk/kb5/cumberland/directory/home.page>

Who do I contact if I have a complaint?

Anyone who uses the school is able to access Ewanrigg Junior School's complaints procedure which is available on the website. A person can use the school office to make an appointment to meet a member of staff and/or a member of the senior leadership team to raise a concern. The concern will be addressed and dealt with as quickly as possible. If you are not satisfied with the resolution then you are able to make a formal written complaint to the head teacher or governing body who will arrange for the complaint to be investigated by a nominated person. You will be contacted by the school where we will outline the results of the investigation. If the results of the investigation are still unsatisfactory then you are able to appeal to the governing body. The chair of governors will arrange a panel to consider your appeal and you will be responded to in a set timescale. The school is not responsible for handling complaints about third party. Although, EJS understand that some complaints may be stressful and distressing, the school will not accept threatening or harassing behaviour.