



Ewanrigg Junior School Offer for Special Educational Needs and Disabilities

Many children will have special needs of some kind at some time during their education. The term 'special educational needs' has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

Help will usually be provided in school, sometimes with the help of specialists. If your child has special educational needs, they may need extra support in areas such as:

- academic work
- support with their mental health and well being
- reading, writing, number or understanding information
- making friends or relating to adults
- behaving appropriately in school
- organising themselves and their thoughts
- some kind of sensory or physical needs which may affect them in school

The decision to organise extra help and support for a child is made by the school, following discussions with parents, and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals.

Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. Being an inclusive school means that your child will have the same access and opportunities to experience all school has to offer similarly to any other school.

We have set out the school's offer to families of children with Special Educational Needs or Disabilities (SEND) in the form of questions to aid understanding. If you require any other information or have any questions please do not hesitate to contact school.

How does Ewanrigg Junior School know if children need extra help and what should I do if I think my child may have special educational needs?

Ewanrigg Junior School staff meets with the local Infant School teachers before your child joins EJS to discuss the needs of each child. Your child's progress is then monitored throughout their time at EJS and support plans are put in place if children do not make expected progress.

Some pupils will make good progress and can be taken off the SEND register.

Teachers and support staff will share any concerns regarding SEND with the SEND Lead - Miss Amanda McAllister and other SEND staff members, who will carry out further assessments (formal and informal) and liaise with other professionals where appropriate. Similarly, if you have concerns you should contact the SEND Lead, Mrs Amanda McAllister on 01900 812330 or via email to admin@ewanrigg.cumbria.sch.uk

Who is responsible for ensuring the needs of my child are met?

The Head Teacher/Special Educational Needs Co-ordinator (SENCO)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's Barriers to Learning register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the HT/SENCO know as necessary.
- Updating the school's Barriers to Learning register, setting targets and making sure that there are excellent records of your child's progress and needs.
- Ensuring that all staff working with your child in school is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND
- Making sure that your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing and maths (If your child is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P Scales')
- Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEND
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school
- Help to review the school's policy on provision for pupils with SEND

How will school staff support my child?

EJS is a very inclusive school with a long standing strong commitment to meeting the needs of all our pupils. The SEND team work together with all staff members to ensure that lessons include a range of tasks and ways of working, and extra curricula activities that are accessible to all pupils. We also provide a range of additional support for pupils who have been identified as having a specific need. This might include:

- Small learning groups with particular foci drawn from the needs of the children
- In-class support across the curriculum.
- Language and English groups (4-10 pupils)
- Maths groups (4-10 pupils)
- Nurture Group
- Specific intervention programmes - Reading Intervention, Springboard, Success in Spelling, Toe by Toe, Maths Recovery etc.
- Family Learning
- Family support from the Senior Learning Mentor
- Social skills groups - Learning To Get Along
- Behaviour, emotional, social development projects - Anger Management, Bereavement, Lego Therapy
- Risk and Safety Groups - Kidsafe and E-Safety
- Support with homework.

Mrs Amanda McAllister manages the SEND Team working together with a team of teaching and support staff and can be contacted on 01900 812330 or by email - admin@ewannigg.cumbria.sch.uk

What are the different types of support available for children with SEND at EJS?

Class teacher input

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or specialist teachers) are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

1. Code of Practice - Special Education Needs Support - SENS (Replaces School Action & School Action Plus), which means your child has been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/She will engage in group sessions with specific targets to help him/her to make more progress.
- A Teacher/teaching assistant will run these small group sessions using targets identified on the Barriers to Learning register.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. .

2. Code of Practice - Early Help Assessment, which means your child has been identified by the class teacher/HT as needing some extra specialist support in school from an external professional. This may be from:

- Local Authority central services such as the ASC Team
- Outside agencies such as the Speech and Language therapy Service.

For your child this would mean:

- Your child will have been identified by the class teacher/HT (or you will have raised your worries) as needing more specialists input additional to, or different from teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to support the school in completing a referral for an Early Help Assessment
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group or individual work with another external professional
- The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through teaching and intervention groups.

3. Code of Practice - Education Health & Care Plan (Replaces Statement of Special Educational Need)

This would be provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/HT as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASC Team
- Outside agencies such as the Speech and Language Service.
- Health Care Trust

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support.
- After the reports have all been submitted, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. This may be by using a range of strategies and resources to make sure that pupils enjoy and achieve within their classrooms e.g. resources using symbols, ICT software to support writing or writing frames. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

What support will there be for my child's overall wellbeing?

At EJS we are committed to helping all children stay safe and healthy and enjoy their time at the EJS, and to help them to grow into mature and caring young people who make a positive contribution to the EJS and the wider community.

All pupils at EJS have a register teacher who they meet with five mornings and five afternoons a week. We also have a Senior Learning Mentor, Mrs Kay Dawson, who will provide additional support for pupils with identified behavioural, emotional and social needs. The team can be joined by Barnardos, school nurse, Educational Psychologist and other advisers from the Local Authority who comes into the EJS on a regular basis. They also refer to other agencies for pupil and family support. Miss Yvonne Craig also has responsibility for child protection and looked after children. We also have key members of staff Mental Health First Aid trained.

Young people are encouraged to contribute their views on school life. All pupils can give their views to the EJS Council via their class representatives.

The SEN Team and staff from outside the EJS advise and support teachers to devise a range of tasks and methods of working to support all pupils. We work closely with the following agencies to ensure that the curriculum is matched to your child's needs:

- Educational Psychologist
- Social Services
- Police
- Local Authority Specialist Teachers
- Barnardos
- School Nurse
- Local Voluntary and Charity Organisations (Voluntary Sector)
- Other Local Schools through the Maryport Education Group (MEG)
- CAHMS - Child and Adolescent Mental Health Services

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

EJS has access to the full range of LA specialist services in education, health and social care (see the LA local offer).

EJS has specialist teachers in Reading Intervention, Maths Recovery, Springboard Maths, Nurture, Kidsafe and E-Safety. Staff members take part in an ongoing training programme which includes sessions on all SEND types. Many have attended courses or gained higher qualifications in different aspects of SEND, for example we have staff members who have completed qualifications in all of the above aspects of SEND.

How are the school's resources allocated and matched to children's SEND?

Pupils will be allocated resources based on their individual needs. If, in exceptional circumstances, the EJS considers that a pupil needs extra resources, it will apply to the LA for more funding. The EJS's budget is used to provide the wide range of support outlined above. Your child will have access to this support according to their needs. Support for pupils with the highest level of need will be outlined in education, health and care (EHC) plans, and for those with lower levels of need, information from parents, other professionals and EJS staff will be used to plan support, which will be paid for by the EJS.

How will we measure the progress of your child in school?

At EJS we track your child's progress on an ongoing basis and take action when pupils are not making the expected progress.

You will receive regular reports and be invited to attend meetings to discuss your child's progress. SEND staff are available to meet you at each of these meetings. Pupils with a SEND statement and/or EHCP will also have an annual review meeting to discuss arrangements and progress.

Additional meetings are available by request (via telephone 01900 812330 or by email head@ewannigg.cumbria.sch.uk) and for pupils with a high level of need, regular contact can be arranged.

How is EJS accessible to children with SEND?

EJS is a modern one storey school building which is fully wheelchair accessible. It also has a shower room for pupils with disabilities. When your child first joins the EJS we will ask you to let us know of any access issues you or family members have.

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

All pupils at EJS have access to all activities offered by the EJS and, where necessary, additional adult support will be available to assist your child at after school activities and on school trips. Parents will be asked to meet with EJS staff to plan appropriate support where necessary and risk assessments will be drawn up.

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

Research shows that parental involvement has a significant impact on the progress that pupils will make in school. We encourage regular communication with parents and carers.

Pupils are given regular homework and there are termly Progress Meetings.

EJS also links in closely with Family Learning and Barnardos to provide extra academic support for families. Specialist staff members are able to offer advice on how best to support your child's learning.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to us in Year 3:

- Work closely with local Infant schools to support all children when transferring to EJS
- Gather information and records from the child's infant school
- Have the possibility to run a weekly transition programme from Easter for pupils with a high level of need.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that is needed to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases a meeting will take place with the new teacher and the SENCO.

When transferring to secondary school:

- Parents and carers of Year 6 pupils are invited to meet with their child's mentor for an induction meeting and attend an induction evening.
- Weekly transition programme for pupil who have a high level of need or who need extra time to build relationships/settle in.
- Staff from the local secondary school will, where possible, attend the Year 5 and Year 6 annual reviews of children with a statement of SEND.
- If your child has a high level of need we have a plan which will outline their needs and effective support. This will be sent to the school that your child will attend.