# Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

## Name of School: Courthouse Junior School

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| Name of Executive Headteacher & Head of School: | Mr Lawrence Hyatt & Mrs Fiona Hayes |
| Name of SEN Co-ordinator: | Mrs Kelly Buxton |
| Name of SEN Governor: | Siobhan Tarbuck |
| School address: | Courthouse Junior School<br>Blenheim Road<br>Maidenhead<br>SL6 5HE |
| Contact telephone number: | 01628 626958 |
| School email address: | office@courthousejunior.co.uk |
| School website: | http://www.courthousejunior.co.uk/ |
| Type of school: | Maintained Mainstream Junior |

### 1. Identifying special educational needs and disabilities (SEND)

**a. What kinds of special educational needs and disabilities does the school provide for?**

We aim for all children across our Federation feel socially and academically included, creating a climate where every child can succeed.

We are an inclusive, mainstream school offering a range of provision to support children with communication and interaction needs, cognition and learning difficulties, social, mental and health problems or sensory and physical needs. We comply with the Government's Special Educational Needs and Disability Code of Practice. The Code of Practice outlines the key ways in which pupils should be supported in class, along with expected equality duties shown in the School's Disability Equality Policy and our access arrangements in the school's Accessibility Plan. At Courthouse, all children, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. The school looks carefully at each individual child's needs and behaviours when deciding how best to support them.

Diversity is valued as a rich resource and we believe that all children, including those identified as having Special Education Needs and Disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life.

**b. How does the school know if children and young people have special educational needs and disabilities and need extra help?**

As we are a Junior school, some children who join in year 3 will already have been identified with SEND. Liaison with our feeder schools prior to the child joining us ensures that the child's needs are met. If a child has not already been identified with SEND, concerns may be raised by either teaching staff or parents. Teachers have the opportunity to raise concerns about children in their class at regular progress meetings with senior leaders, including the SENDCo. Parents can raise concerns with either their child's teacher or the SENDCo.

Where concerns have been raised, observations are carried out by trained in-house members of staff to enable the class teacher and SENDCo to clarify areas of concern and identify what interventions may be most effective. The child's progress is monitored in relation to individual targets. If further intervention is required, parents will meet with the SENDCo or class teacher to discuss the involvement of an external support service such as the Educational Psychologist, the Autism Outreach Team (SHINE), Manor Green Outreach Team, Occupational Therapy, Family Hub or Speech and Language Therapy. The school and parents will work with any identified services to provide further support and monitor progress.

**c. What should I do if I think my child/young person may have special educational needs/disabilities?**

If you think your child may have special educational needs or disabilities, talk to your child's teacher in the first instance. The class teacher will then liaise with the SENDCo about your concerns. The SENDCo at Courthouse Junior School is Mrs Buxton.

## 2. Support the school provides for children and young people with SEND

**a. What teaching strategies do you use to support children with special educational needs and disabilities?**

At Courthouse, we use a range of teaching strategies to support children with SEND according to their individual needs. Teachers plan their lessons accordingly with appropriate lesson design and using high-quality and inclusive teaching and very strong Ordinarily Available Provision (OAP). All support staff in classes are made aware of the individual needs and assist in supporting the children to ensure their progress is maximised.

All children at Courthouse are given opportunities to talk about their learning within class and receive feedback to help them progress further.

**b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?**

- Our SENDCo oversees interventions for pupils with SEND
- We have 15 Teaching Assistants who work either on a one-to-one basis with children or in small groups, as well as 3 High Level Teaching Assistants.
- We have 3 ELSAs who work with individuals or small groups of children who may have social and emotional difficulties
- We have 1 trained Nurture Leaders who run Nurture Provision
- We have bought in the services of Number 22 counselling service which is needs based and has a waiting list

**c. How is the decision made about what type and how much support my child/young person will receive?**

We use a combination of formal screenings, informal identification of needs by teachers, parental concerns and observations by the SENDCo or specialist services in order to assess the level and type of support necessary to support children with SEND. We use SEND Support Plans (SSPs) to document the provision given to the children in the SEN register and these are renewed and discussed with parents on a termly basis. Teaching Assistants are used both within the classroom and to support intervention groups to support your child based on the specific needs.

**d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?**

We work closely with parents in order to make each child's experience in school a happy and successful journey. We communicate with parents through:

- Newsletters
- Telephone calls and letters home
- Home / school books, where appropriate
- Parent training sessions and workshops. E.g. in English, Maths, Phonics, Assessment, etc
- Regular meetings with the class teacher and/or SENDCo
- Annual Reviews for children with an EHCP

- Termly meeting to review the Send Support Plans
- Parents are welcomed to attend sessions provided by outside agency support (Speech and Language Therapists, Occupational Therapists, Educational Psychologist, Physiotherapist etc.)

**e. How will my child be involved in his/her own learning and decisions made about his/her learning?**

Children are regularly involved in assessing their progress in lessons and have an opportunity to have their views included in progress meetings by discussing these in advance with a member of staff. Children are encouraged to help set their own targets and assess their progress towards these.

## 3. Children and young people's progress

**a. How do you check and review my child/young person's progress?**

We hold termly pupil progress meetings between senior leaders and class teachers where children's progress is discussed and support is then agreed. Following these meetings, parents are informed and involved where there are concerns over a child's progress.

For children who have a SEND Support Plan, these are reviewed three times per year to track the progress against their targets using the 'assess, plan, do, and review' cycle and discuss next steps at progress meetings.

Annual Reviews are held for children with an EHC plan.

**b. How do you involve my child/young person and parents in those reviews?**

When holding Annual Reviews for children with an EHCP, children are invited to attend alongside their parents where their views are encouraged. Both children and parents are invited to make contributions in writing prior to their review if they so wish. Parents are welcome to bring other additional family members or professionals to the reviews / meetings for support and / or to share information. Parents are provided with a copy of the review for their records.

Where there are 'Looked after Children' in school, we hold regular PEP meetings and progress review meetings where we discuss the PEP and targets for the child in collaboration with the Virtual Head.

**c. How do you know if the provision for children and young people with SEND at your school is working?**

All provision is monitored and discussed at regular progress meetings. Children are assessed prior to and at the end of each intervention programme. The success of the intervention is assessed and informs the next steps for the child. If there is no progress made within a short space of time, then, in line with our 'assess, plan, do and review' cycle, we carry out further assessments, try additional interventions and, if necessary, involve outside agency support.

## 4. Support for overall well-being

**a. What support is available to promote my child/young person's emotional and social development?**

We are very proud of our range of support services available for children with social and emotional needs, which include:

- 1 Nurture Group supported by Nurture Group Leaders
- 3 fully trained Emotional Literacy Support Assistants (ELSAs) who work with children on a 1:1 basis
- Number 22 counselling services on a need's basis, operating with a waiting list
- Lunchtime club for children who may lack confidence on the playground and need to build up their self-esteem
- Access to a fully equipped Sensory Room

## 5. Preparation for new and next steps

**a. How will you help and prepare my child to join your school?**

We take great care to ensure we welcome new children and their parents into Courthouse. Where possible, we encourage periods of transition to prepare the child and alleviate any fears they may have. Where there are additional needs, we do all that we can to ensure that we are prepared and have the appropriate support and resources to enable each child to settle quickly.

Where necessary, we communicate with the previous school to ensure we have all the information we need to meet each child's needs. We are able to provide photographs of teachers, classes and equipment to familiarise the child with the school prior to their visit, if appropriate.

**b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?**

Transitions, especially for a child with SEND, are supported and co-ordinated by our SENDCo. Where appropriate, we will arrange visits and accompany children to their new school. For children with EHCPs, we have a summer term review and invite the SENDCo from the new school in order for them to be aware of the child's needs and ensure a smooth transition. We run transition groups for children who are worrying about the change of school. All records are forwarded to the new school in plenty of time for any actions to be taken. Support is provided for parents when considering schools for transition, which may include accompaniment to prospective schools.

## 6. Accessibility and specialist equipment

**a. How accessible is the school environment?**
*(A link to the School's Accessibility Plan can be found in section 8b)*

The school is partially accessible to wheelchair users. All lower corridors and doorways are accessible, although there are no automatically opening doors. There are four upstairs classrooms which are not accessible to wheelchair users. The outside area is fully accessible. There is a disabled toilet in the main school building and a disabled parking space in the school car park.

**b. What if my child needs specialist equipment or facilities?**

We make every effort to provide the equipment and resources each child needs. Where specialist equipment is required, we will seek support from RBWM or the specialist agencies involved that can assist us in obtaining such equipment.

**c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?**

We provide lunchtime clubs where children with SEND are welcome and sometimes encouraged to attend. We make reasonable adjustments to ensure we are able to support all children in the best possible manner at school. For school trips, we go out of our way to ensure that we can meet the needs of all children including those requiring medical, dietary or physical support to ensure they are fully included. We liaise with parents in order to ensure that all children are able to be included in all extra-curricular activities.

Where necessary, we purchase additional resources and/or supply additional support. We carry out Risk Assessments to ensure we are meeting the needs of all children. These may be shared with, and informed by, parents where appropriate.

## 7. Training for staff, specialist services and further support

**a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?**

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
- The specific training held by members of our staff includes: Precision teaching, ELSA (Emotional Literacy Support Assistant) training, Attach Aware training, Autism training). We also operate an internal training programme for support staff, facilitated by senior members of staff and our educational psychologist.

**b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?**

We have regular involvement from other agencies who support us in meeting each child's needs. Where possible, we invite parents to attend meetings so that they can share in the advice and recommendations to mirror the support at home. We will always inform you beforehand and ask for your permission to discuss your child with them. These agencies include:

- Educational Psychology Service provided by the local authority
- Education Welfare Officer (EWO) provided by the local authority
- School Nurse provided by the local authority
- Speech & Language Therapy Service provided by the local authority
- SHINE ASC resource at Furze Platt to support those pupils diagnosed with ASC
- Occupational Therapy / Physiotherapy
- CAMHS (Child & Adolescent Mental Health Services)
- The Virtual School (for Children Looked After)

- The Early Help Hub (including Behavioural Support)
- Children and Young Persons Disability Service (CYPDS)
- Number 22 Counselling Service
- Manor Green Outreach Team

The referrals to the above services are co-ordinated via our SENDCo, as a result of discussions at progress meetings, parent consultations and as part of our 'assess, plan, do, review' cycle.

**c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?**

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families.
Tel: 01628 683182
Email: IAS@rbwm.gov.uk
Website: http://ias-rbwm.co.uk/
Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer

## 8. Policies

**a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?**

Yes, and our policies have been written to reflect the current legislation.

**b. Where can I find other school policies relating to SEND?**

The following SEND policies are available on the main policy page on the school website

- SEND Policy
- SEMH Policy
- SEND Information Report
- Accessibility Plan
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy

## 9. Additional Information

**a. Do you provide any other resources for children and young people with SEND?**

- Sounds Write phonics / reading / spelling Intervention
- Booster Groups
- Lunchtime clubs
- ELSA
- Sensory Room
- Nurture Groups
- Speech and Language interventions
- Precision teaching

## 10 . Feedback and complaints

**a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?**

We take pride in our open-door policy and we try to make ourselves available for parents to have a quick chat; most concerns are dealt with quickly and efficiently.
However, if you feel that you need to make a formal complaint, it should be made in writing to the Headteacher. A copy of our complaint's procedure is available in school or on our website

## 11. Glossary

| Terms used in this document | Description/explanation of term |
|---|---|
| **ADHD** | Attention Deficit Hyperactivity Disorder |
| **ASC** | Autism Spectrum Condition |
| **CAMHS** | Child and Adolescent Mental Health Service |
| **CYPDS** | Children and Young People Disability Service |
| **EYFS** | Early Years Foundation Stage |
| **EHCP** | Education, Health and Care Plan |
| **EPS** | Educational Psychology Service |
| **ELKLAN** | Training for staff to support children with their speech and language development |
| **ELSA** | Emotional Literacy Support Assistant |
| **HI** | Hearing Impairment |
| **HLTA** | Higher Level Teaching Assistant |
| **SEN SP** | SEN Support Plan |
| **Nurture Group** | Small group intervention for supporting children with social, emotional or behavioural needs to access learning |
| **OT** | Occupational Therapy |
| **PA** | Progress Assistant (An adult that works to support children in class) |
| **SALT** | Speech and language therapy to support children's communication skills |
| **SEND** | Special Educational Needs and/or Disabilities |
| **SENDCo** | Special Educational Needs and/or Disabilities Coordinator |
| **SHINE** | An outreach service who supports children on the Autism spectrum in mainstream schools |
| **SEMH** | Social, Emotional and Mental Health |

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