

## Carterknowle Junior School SEND Information Report

The purpose of our information report is to inform parents and carers about how we welcome, support and make effective provision for children with special educational needs and/or disabilities (SEND).



### How to contact us?

#### School Office

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Website: [www.carterknowle.sheffield.sch.uk](http://www.carterknowle.sheffield.sch.uk)

Head Teacher ~ Helen Haynes

SENco ~ Sarah Bannister



### The Local Offer

On our website from Sheffield City Council

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

### Special Educational Needs Policy

The Special Education Needs Policy can be found on our website

<http://www.carterknowle.sheffield.sch.uk/page/?title=SEN&pid=106>

Number of children on roll: 214 (February 2018)

Number of children with SEN support: 26 (February 2018)

Proportion of children: 12.1%

Number of children in receipt of Education Health Care Plan: 3

Proportion of children: 1.4%

## Progress (Spring 1 2018)

		Reading		Writing		Maths		SP&G	
		Attainment	Progress	Attainment	Progress	Attainment	Progress	Attainment	Progress
Year 3	SEN (8)	25.0%	<b>+ 3.0</b>	25.0%	<b>+ 2.9</b>	12.5%	<b>+ 3.2</b>		
		20.6		20.8		<b>20.4</b>			
	Non-SEN (47)	44.7%	<b>+ 1.1</b>	51.1%	<b>+ 1.2</b>	51.1%	<b>+ 1.2</b>		
		22.0		22.1		22.1			

Year 4	SEN (7)	14.3%	<b>+ 1.6</b>	14.3%	<b>+ 1.8</b>	14.3%	<b>+ 1.8</b>		
		24.0		23.6		24.3			
	Non-SEN (38)	68.4%	<b>+ 1.6</b>	42.1%	<b>+ 1.8</b>	34.2%	<b>+ 1.6</b>		
		25.3		25.1		25.4			

Year 5	SEN (7)	28.6%	<b>+ 1.9</b>	14.3%	<b>+ 3.0</b>	42.9%	<b>+ 1.3</b>		
		27.1		26.7		26.8			
	Non-SEN (49)	69.4%	<b>+ 1.8</b>	67.3%	<b>+ 2.0</b>	65.3%	<b>+ 1.7</b>		
		28.3		28.3		28.3			

Year 6	SEN (7)	57.1%	<b>+ 2.9</b>	0.0%	<b>+ 2.6</b>	42.9%	<b>+ 2.1</b>	0.0%	
		31.2		29.9		29.6		30.3	
	Non-SEN (52)	80.8%	<b>+ 2.5</b>	34.6%	<b>+ 2.5</b>	78.8%	<b>+ 2.3</b>	46.2%	
		<b>32.1</b>		<b>31.8</b>		<b>32.0</b>		<b>32.6</b>	

## Introduction



All Sheffield Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

## What is the Local Offer?

### The LA Local Offer

- The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
  - The LA Local Offer is available on the Sheffield's website through the link: <http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>



### The School SEN Information Report

This utilizes the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to make

**A glossary of the most frequently used SEND terms is available at the end of the document.**

### **Who are the best people in the school to talk to about my child's difficulties with learning/special educational needs and/or disabilities?**

#### **1. The Special Educational Needs Co-ordinator – Sarah Bannister**

Responsible for:

1. 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 receive a consistent, high quality response to meeting their needs in school.

2. Ensuring that you as a parent or carer are:
  - i. involved in supporting your child's learning.
  - ii. kept informed about the support your child is receiving
  - iii. Involved in reviewing your child's progress.
3. Liaising with the outside agencies who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
4. Updating the school's SEND register (a system for ensuring all the SEND pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
5. Providing specialist support for teachers and support staff in the school so they can help children with SEND to achieve their best possible progress.

## **2. The Senior Management Team – Mrs Haynes and Miss Clark**

Responsible for:

1. The strategic vision of SEND and inclusion across the school.
2. Leading the educational development of the school and ensuring that each student's educational programme meets their individual needs.
3. Monitoring and evaluating the standards of teaching and learning and pupil progress across the school.

## **3. The Governing Body – SEN Governor Mrs Shabnam Shah**

Responsible for:

1. Making sure that the necessary support is made for any child who attends the school who has SEND.



## **What support is available for my child with SEND?**

At Carterknowle Junior School we support children with these areas of needs: Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health Difficulties, Sensory and Physical Needs. We provide for children with these needs by:-

### **1. Quality first teaching by class teacher**

For your child this would mean:

1. The teacher has the highest possible expectations.
2. All teaching is based upon building on what your child already knows, can do and can understand.
3. Different ways of teaching (for example, practical activities and visual supports) are in place so that your child is fully involved in learning in class.
4. Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support children to learn.
5. Progress is formally assessed and recorded 3 times throughout the year. Targets are set for your child to ensure that gaps in their understanding and learning are addressed.
6. Some additional individual or small group support may take place, either in the classroom during class time, or outside of whole-class learning.

## 2. **Targeted interventions (Targeted Support)**

1. These may be run in the classroom or in sessions outside of whole-class learning.
2. They may be delivered by a Teacher, a Teaching Assistant (TA), and a Higher Level Teaching Assistant (HLTA) who has had specific training to run these groups.
3. Our SENCO works across the school to support children with behavioural or emotional needs.
4. Children will engage in group or individual sessions with specific targets to help them to make progress.
5. All interventions are planned under the guidance of the SENCO and class teachers.
6. All interventions are monitored and reviewed by the SENCO and class teachers.



## 3. **Outside Agencies**

As part of the graduated response to needs such support for pupils is tailored to meet need. This may be from Local Authority central services or traded services such as:

1. School Support Service (SSS) for children with learning difficulties.
2. Service for Deaf and Hearing Impairment
3. Service for Visual Impairment (VI)
4. Autism Service
5. Speech and Language Therapy service (NHS service) (SALT)
6. Sheffield Educational Psychology service
7. Occupational Therapy (OT)
8. School nurse

9. Multi Agency Support Team
10. Social Care
11. CAHMS (Child and Adolescent Mental Health Services)
12. Ryegate

**For your child this would mean:**

1. You will be asked to give your permission for the school to refer your child to an outside agency e.g. a Speech and Language Therapist or an Educational Psychologist (EP). This will help the school and yourself further understand your child's particular needs and be able to support them more effectively.
2. The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - i. Making changes to the way your child is supported in class e.g. individual support from a member of staff or changing some aspects of teaching to support them better.
  - ii. Setting clear targets which will be reviewed and used to evaluate progress.
  - iii. Running an intervention group led by school staff under the guidance of the outside professional.
  - iv. Running an intervention group or individual work directly with the outside professional.
1. If a child does not respond to the above support and to interventions over time, they will receive a SEN support plan. This document will outline the child's needs, and targets will be set along with parents and external agencies, using the graduated approach of 'Plan, Do, Assess, and Review'.

### **Specified Individual support (Specialist Support)**

1. This is provided for children via an **Education Health and Care Plan (EHCP)**. EHC plans will come into action from September 2014. EHC plans are given to children who need additional support above and beyond the support outlined in the above categories. This support is available for children whose learning needs are requiring support beyond what a school would typically expect to provide.
2. Children will continue to receive
  - i. Quality First Teaching
  - ii. Targeted Interventions
  - iii. Support from outside agencies such as SALT, EP, and OT

In addition to this:

1. Children with a diagnosis of Autistic Spectrum Disorder (ASD) may receive support from the ASD Outreach Team
2. The EHC Plan or Statement will outline the number of hours of individual or small group support your child will receive, and how the support should be used.
3. An individualised curriculum where appropriate.

### **EHC Plans and Statements of Special Educational Needs**

1. The Sheffield Local Offer Website contains full information of the services available to children, young people and their families under the Sheffield Local Offer.

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

### **How will we support your child with identified SEND starting at school?**

As part of the transition process from Key Stage 1 and 2, we ensure that your child's needs are planned for. If a child joins mid-term or from another school, having had their SEND needs identified we ensure their needs are planned for. You will be invited to visit the school with your child to have a look around and meet the SENco.

1. You will also be invited to a meeting in which details of about Special Educational needs are discussed, and in which you can ask questions relating to the school.
2. If other professionals or outside agencies are involved in supporting your child, a Multi-Agency Team (MAT) meeting may be held to discuss your child's needs and to share strategies that are used.
3. Staff may wish to make a home visit.
4. The SENco and class teacher may wish to visit the current setting your child attends if applicable.

5. We may suggest adaptations to the transition period to help your child to settle more easily.
6. The staff will closely monitor the progress the child makes and discuss this with you

**How can I let my child's school know if I am concerned about my child's progress in school?**



1. If you have concerns about your child's progress you should speak to your child's class teacher initially.
2. If the class teacher requires additional advice or support, they will contact the SENco.

**How else may a child be identified as having a specific SEND learning difficulty?**

1. As a junior school, a number of our pupils will join us having had SEND needs identified. We ensure that all the children's SEND needs are planned for.
2. The teacher continually assesses the needs of all children in their class
3. Every child is formally assessed 5 times per year.
4. Pupil Progress Meetings are held six times a year with teaching staff and the Senior Leadership Team. We discuss the progress of all children and identify any children who are not making their best possible progress.
5. The SENco monitors progress of children and liaises with class teachers.
6. Interventions are then planned and set for the children.
7. These are reviewed and if a child has not responded to the intervention, we will speak to the parents.
8. If a child continually requires a significant amount of support and does not respond to interventions and support from outside agencies, they will receive a SEN Support Plan. This document will outline the child's needs in preparation for an EHC Plan.
9. A meeting will then be set with the parent and the SENco and referrals to relevant outside agencies may be made.

**How will the school let parents know if they have any concerns about a child's learning?**

1. If your child is identified as having potential SEND, the school will set up a meeting to discuss this with you in more detail.
  1. Initially the class teacher will speak to you to discuss concerns and to listen to any concerns you may have.
  2. The school may suggest that your child needs some agreed individualised support in school. They will tell you how the support will be used and what strategies will be put in place.
  3. If further investigating is needed, a meeting will be set with the SENco who will discuss the next steps with you.
  4. We have a Special Educational Needs Policy which can be found on our website -



<http://www.carterknowle.sheffield.sch.uk/page/?title=SEN&pid=106>

### **How will the school let the child know about their SEND needs?**

1. The pupil's voice is heard during SEND planning meeting which are held three times a year.
2. During the meeting the child's strengths, areas of needs and solutions are voiced by the child.
3. There is daily communication on learning to the child by the teacher of teaching assistant.

### **How are the staff at Carterknowle supported and trained to work with children with SEND?**

1. As part of the SENco's professional development the SENco has successfully completed a Certificate in Special Education Needs, in Teaching Nurture Groups, achieved a certificate for The National Programme for Specialist Leaders of Behaviour and Attendance and gained a Masters in Inclusion.
2. The SENco will support the class teacher in planning for children with SEND.
3. A programme of staff training is set in the school. This may take place during INSET days, or it may occur for specific groups of teachers or teaching assistants, during the term. It may focus on specific areas of need such as SALT, ASD etc.
4. Individual teachers and support staff attend CPD training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. the ASD Outreach service, SALT service or medical /health training to support staff in implementing care plans.
5. Individual training for an identified staff member may be put onto place, linked with the needs of an individual child with SEND.
6. Training needs may be identified through the school's rigorous performance management process.
7. Teaching Assistants have daily planned time with the teacher to discuss children's needs, planning, progress and teaching for the day.
8. All SEND children have Pen Portraits which are kept in the classes SEN File. All teachers have access to these.
9. Information on SEND children is shared to the whole school on a need to know basis.

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

1. Class Teachers plan lessons according to the specific needs of all groups of children in their class.
2. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and to increase your child's experiences



3. Specially trained support staff can implement the teachers modified/adapted planning.
4. Specific resources and strategies will be used to support your child. This may be on an individual, group or whole class situation, so that they can learn most effectively and become independent learners.
5. Teaching will include any targets or suggestions made by outside agencies, when appropriate.

### **How will the teaching be adapted for? –**

#### **Sensory Needs**

1. Communication in Print (computer programme with visual aids to words) is used when making resources so that they are accessible to the child.
2. There are work stations available for children depending on their need.
3. Appropriate fonts and screen colours are used in ICT and resources etc.
4. There is regular liaison with Speech and Language, Autism Team and Fusion School 2 Support.
5. Recommendations suggested are put in place as appropriate.

#### **Hearing/Visual Needs**

1. There is regular liaison with Hearing and Vision Impaired Service.
2. Recommendations suggested are put in place as appropriate.

### **How does Carterknowle develop children's' social emotional skills?**

1. Aspects of personal, social and emotional development includes; making relationships, self-confidence and self-awareness, and managing feelings and behaviour
2. Social and emotional skills are important for good mental health and wellbeing, learning, motivation to achieve and cooperate, and the development of values.
3. Through staffs responsive, warm and trusting relationships with children, staff nurture children's social and emotional skills development.
4. Staff use intentional teaching and make the most of spontaneous opportunities, children's social and emotional learning is enhanced.
5. Through adult led and child-initiated activities children develop skills to;
  - Play co-operatively and take account of one another's ideas about how to organise their activities;
  - Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children;
  - Become confident to try new activities and speak in familiar group, talking about their ideas;
  - Talk about their own and others feelings, behaviour, and its consequences, and know that some behaviour is unacceptable;
  - Work as part of a group or class, and understand and follow the rules;

- Adjust their behaviour to different situations, and take changes of routine in their stride.
- 6. Children fill in “Playground Problem Slips” if they are having any problems in and out of class.
- 7. These are read, monitored and action taken appropriately daily.
- 8. We have a anti bullying policy which can be found on our website – <http://www.carterknowle.sheffield.sch.uk/page/?title=Policies&pid=48>

### **How does Carterknowle enable children with SEN and/or Disability to engage in all our activities?**

Pupils with medical needs –

1. Detailed care plans are compiled with support from the school nurse/specialist nurse in consultation with parents or carers.
2. On-going training is delivered by an appropriate health professional e.g. diabetic nurse, cystic fibrosis nurse, epilepsy nurse.
3. Where necessary and in agreement with parents/cares and health professionals medicines can be administrated in school. A signed medicine consent form is required to be signed.
4. We have a number of key persons in school who have first aid training.

Pupils with SEND Needs –

1. Detailed Risk Assessments are in place for activities.
2. Children’s needs are differentiated in order that they can access all areas of the curriculum.
3. Lunchtime and after school activities are personalised, resources and management techniques depending on the needs of the child.

### **Is Carterknowle physically accessible to children with SEND?**

1. The school has a ramp, a disabled toilet and wide doors in the building.
2. The school provide space for the identified needs for children. e.g. workstations for children with ASD.
3. We have an “anticipatory” duty of care and work closely with health and educational professionals, parents/carers to accommodate a pupils needs and ensure a smooth transition to our school.

Including all children in activities outside the classroom, including school trips.

1. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of support is required then a parent/carer may be asked to accompany their child.

### **How does Carterknowle measure my child’s progress and how will I know?**

1. Your child's progress is continually monitored by his/her class teacher
2. Their progress is reviewed formally six times per year.
3. Children have maths and literacy targets in their work books, which are continually marked against and re-set.
4. Parent consultations are held three times per year and your child's targets are then shared with you.
5. Formal end of year reports are provided.
6. SALT targets are reviewed termly by the therapist and are shared with the parent/carer.
7. If your child has an SEN support plan, we will review and set targets up to three times per year.
8. All SEND children have a Pen Portrait which is reviewed and updated half termly.
9. Parents and children during the planning meetings review progress and are consulted on progress on interventions and their social, emotional and mental well-being.
10. If you child has an EHC plan or a statement, they will receive an Individual Education Plan (IEP). This sets and reviews targets three times per year.
11. The progress of children with an EHC Plan or statement is formally reviewed at an Annual Review with all adults and young person as appropriate, including parents, who are involved with your child's education.



#### **How does Carterknowle measure the effectiveness of SEND interventions?**

1. Interventions are monitored, measured and reviewed half termly.
2. Your child's progress is continually monitored by his/her class teacher
3. Their progress is reviewed formally six times per year.
4. Parents and children during the planning meetings review progress and parents are consulted on progress on interventions.

#### **How will Carterknowle support me as a parent of a child with SEND?**

1. There are opportunities to talk to your child's class teacher, after school is the best time, or ask to meet them.
2. The SENco is available to meet with you to discuss your child's progress or any concerns you may have.
3. Meetings can be arranged with outside agencies who work with children with SEND, and they can offer you advice on how best to support your child at home.

#### **How will Carterknowle support my child if they are Looked After (LAC) child with SEND?**

1. Many children who are looked after do not want school staff to be aware of their care status because it makes them feel "different". Therefore, we will negotiate with the child to identify who should be aware of their care status. However, we do acknowledge that in some cases, where the child has SEND, this may not be possible.

2. The named governor will work in co-operation with the Head Teacher and Designated teacher as the named staff responsible for ensuring that all looked after children have equal access to all learning opportunities in line with their peers.
3. The designated teacher will monitor each child's achievement and ensure that they have the support they require within school:
  - By requesting support from the SENCO and or outside agencies, including the Education of children Looked After Service, if a looked after child requires additional academic or behavioural support.
  - By working closely with the SENCO to ensure all looked after children with special educational needs are assessed and are getting appropriate resources to support their learning.
4. There are daily opportunities to talk to your child's class teacher, after school is the best time, or ask to meet them.
5. The SENCO is available to meet with you to discuss your child's progress or any concerns you may have.
6. Meetings can be arranged with outside agencies who work with children with SEND, and they can offer you advice on how best to support your child at home.

**How will Carterknowle support my child when they are leaving this school, or when moving on to another class (transition), moving from Key Stage 1 to 2, or joining the school mid-term from another school?**

1. If your child is moving to another school:
  1. We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child
  2. Where possible we will support a visit to the new school in advance of the move
  3. We will make sure that all records about your child are passed on as soon as possible
2. When moving classes in school:
  1. Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher
  2. If your child would benefit from having a transition book, which outlines what to expect in their new class, this will be arranged for them.



3. In Year 6:
  1. If your child has a statement/EHC plan, the SENCO from the secondary school will be invited to attend the annual review or a transition meeting
  2. We will run transition sessions for your child to attend, which will support their understanding of transitions and any changes ahead
  3. Where possible your child will visit their new school and in many cases staff from the new school will visit your child in this school

### **How do we prepare young people for adult hood?**

1. Children have access to a range of lunchtime and extra-curricular activities which develop their needs.
2. The curriculum includes enrichment activities enabling them to identify interests and preferences which shape their future.
3. Children have opportunities for independent learning.
4. We have a broad and rich curriculum which encompasses life skills e.g. use of money, writing letters, ICT, telling the time etc.

### **Complaints**

1. If a young person, parent wishes to complain about the provision or policy, they should in the first instance raise it with the designated teacher, who will try to resolve the situation.
2. An appointment can be made to speak to the Head teacher or SENCO, who will be able to advise on formal procedures for complaint.

## A glossary of the most used SEND terms



ADHD	Attention Deficit Hyperactivity Disorder	ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder	ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional & Social Difficulties	CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service	CoP	Code of Practice
CP	Child Protection	DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language	EP	Educational Psychologist
FSM	Free School Meals	HI	Hearing Impairment
IEP	Individual Education Plan	ISR	In school review
KS	Key Stage	CLA/LaC	Looked After Child
LEA	Local Educational Authority	MLD	Moderate Learning Difficulty
NC	National Curriculum	OT	Occupational Therapy
PSP	Pastoral Support programme	SALT	Speech and Language Therapy
SEND	Special Educational Needs and/or Disability	SENCO	Special Educational Needs Coordinator
SpLD	Specific Learning Difficulty	VI	Visual Impairment

## Contacting us



### School Office

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