

# SEND Information

## Shears Green Junior School



## Frequently Asked Questions

### What is a local offer?

- Local authorities will set out a local offer of all services available to support children who are disabled or who have SEN. The local offer will help families understand what services they can access and what support they can expect from a range of local agencies including health, schools and leisure. The offer will include provision from 0-25. To view the Kent local offer please click on this link:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>

### How does the school support pupils with additional needs in relation to Covid-19?

- The SEND team make regular phone calls to support learners with additional needs if they are unable to physically attend school.
- On the school website, there is a section dedicated to SEN resources to support children learning at home.
- The school is now using Google Classrooms to set homework across the school and if a pupil is unable to attend school, this can be used to support them in accessing learning.

### How does the school know if young people need extra help? What should I do if I think my child may have special educational needs?

- We have a rigorous monitoring system that tracks the progress and attainment of our pupils. Pupil progress meetings take place every term (3 times a year).
- Our staff and leadership team will raise any concerns about a child identified through the monitoring of progress or through classroom and other observations.
- We use data and other forms of assessment to identify additional needs.
- Parents/Carers are encouraged to speak to the class teacher about any concerns they may have.
- Parents/Carers are also able to contact the SENCo (Miss Searle) directly to raise any concerns they have about how their child's additional needs are being met in school.

### How will school staff support my child?

- Once your child has been identified as needing extra help, the SENCo and class teacher work together to plan support for your child. Parents will be informed of the planned support by the class teacher and a copy of your child's personalised learning plan (PLP) will be shared with you. Targets will be set for your child by the class teacher.
- Your child's progress will be reviewed 3 times a year using progress data and other assessments. You will receive information as to how your child is doing 3 times a year when copies of personalised learning plans (PLPs) are sent home.

- The school uses a cycle that includes assessing where a child is currently at; planning activities and learning opportunities; implementing these with the children and then reviewing how successful the intervention has been. The use of interventions to support pupils that may require additional support is an ongoing cycle and through this process, if we see that something is not working for your child, we are quick to respond and suggest changes.
- We pride ourselves on providing quality first teaching in the classroom which is inclusive. The majority of children's' learning needs are met within the classroom.
- For those children who are identified as needing extra support, we run support programmes which are closely matched to their needs. This could range from social skill groups to Mathematics interventions and will depend on the child's needs. At this stage your child's name **may** be entered on the SEN register as 'SEN Support' and this will be discussed with parents when needed.
- The school has recently introduced an inclusive area that is referred to as 'The Hub'. It is timetabled into different learning sessions and this enable pupils that have been identified with specific learning needs to work in a calmer environment, within a significantly smaller group.
- Our School Governors play an active role in monitoring the quality of our special educational needs support. Mr Barry Rogers is the Chair of Governors and he has previously made regular visits to the SEND department in school to monitor the effectiveness of the provision in place for pupils with SEND. Mrs Jane Gooch is now the governor designated to SEN and she is overseeing this moving forward.

### **How will the curriculum be matched to my child's needs?**

- Class teachers plan lessons which match the learning tasks to the needs of all the children.
- Senior Leaders regularly monitor the quality of our teaching and learning as well as looking at pupil's work to ensure that all students are receiving a consistently high standard of teaching.
- We rigorously track the progress your child. Regular pupil progress review meetings ensure that timely support can be put in place to support individual children.

### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- We regularly share progress and attainment with our pupils and their families. All year groups have two parents' evenings a year and a written annual report. Parents/Carers may also make an appointment with the class teacher and/or SENCo at other times during the year. At these meetings you will be able to ask questions and discuss ways in which you and the school can further support your child's learning. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. If your child is on the SEN register, you will be offered a 30 minute meeting with your child's teacher three times a year. You will be given copies of any documents used to track support for your child.
- A Termly Curriculum newsletter sets out the planned learning for the coming term. We also host a number of curriculum workshops to help families understand what learning is expected and how they can best support their child at home.
- If you have any concerns about your child, your first point of contact is your child's class teacher.
- We believe in supporting families as well as the children, we have an on-site Family Liaison Officer, Mr Collier, who is can be contacted through the school office.

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

- Your child's well-being is very important. We have a Family Liaison Officer, Mr Collier, on site.
- Miss Smith, Miss Allen and Mrs Tutt are our Learning Mentors and they work with children on social, emotional and behavioural support programmes. Alongside this, they are also able to offer one to one support for individual children.
- Mrs Johncock and Mrs Rolfe are SENCO assistants and support the successful running of the SEN department. They are both very experienced SEN Teaching Assistant who work may work with the children on a one-to-one basis undertaking assessments to determine a child's specific needs and offers support to teachers and teaching assistants on what strategies will be useful.
- We have limited access to an educational psychologist, Helen Jones, who we can use for observations and consultations on individuals.
- Theresa Macarty is our counsellor who is in school for one day a week and can offer one-to-one counselling, usually for a period of six weekly sessions.
- We routinely use the 5 point scale with children to identify when they are feeling overwhelmed and offer strategies to support.
- The Rainbow room offers a quiet space for calming down and regrouping.
- We are very aware that a child might need to talk to any member of staff about issues that are worrying them and channels of communication are always open.
- Relevant staff are trained to support medical needs such as epilepsy and diabetes; as well as the use of epi-pens. We have a Supporting Pupils with Medical Needs Policy in place which ensures all pupils with medical needs are fully supported.
- Our behaviour policy, which includes guidance on expectations, rewards and sanctions is fully understood by all staff and pupils.
- We regularly monitor attendance and take the necessary actions to prevent prolonged, unauthorised absence.
- Our School Council meets regularly to discuss the issues that are important to the children as well as ways in which we can improve the running of the school. The school Councillors are democratically elected by their classmates.
- Several members of staff have been trained in coaching and use this to support children's emotional well-being.
- A nurture club is run by our Learning Mentors at lunchtimes; this provides children with time to share their worries and concerns and engage in supported play. In addition, there are several clubs run by support staff specifically to meet the needs of individual children during playtimes and lunchtimes.
- Mindfulness is used within classes, providing children with strategies to help regulate their emotions.

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

- Our staff receive regular training and our teachers hold qualified teacher status.
- We have a care suite and our trained physiotherapy support worker, Mrs McColgan, runs daily therapy sessions for children who need treatment.
- Valued relationships with other professionals in education enable us to garner additional support and guidance for pupils, these include the Specialist Teaching and Learning Service based at Ifield School.
- We have commissioned additional support from Educational Psychologist (Helen Jones) several times across the year and a Speech and Language Therapist (Jasmine Metawea) fortnightly for a day. Other outreach support is also available.
- All external agents we work with are linked to Kent County Council. When we buy in

additional services, we monitor the impact of any intervention to ensure it is meeting its objective.

- The school is able to refer children and families to Emotional Well-being team (which is part of the NHS) for support with behaviour, anxiety and emotional well-being
- We work with social services from Kent and other areas.
- We liaise with the Early Help Team to support with wider family difficulties.
- We work with the local authority via LIFT forums to engage advice and support from Specialist Teachers where necessary.

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

- Our Special Needs Co-ordinator Miss Searle (SENCo), has completed the National SENCo Award and is a qualified teacher; she also holds MSc Psychology and MA in SEN Leadership and is a member of the school's senior leadership team.
- We allocate resources for training our staff in order to further improve quality first teaching and develop skills and knowledge to deliver specific interventions.
- Regular staff meetings keep all staff informed about special educational needs and specific training is also given.
- Specific training needs are addressed through Continuing Professional Development (CPD). Regular training sessions and workshops address our training needs.
- We focus on keeping staff up-to-date on effective support for children in the classroom including scaffolding, differentiation, additional resources and teaching strategies.

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

- Our school ethos and SEND policy promote involvement of all our pupils in all aspects of the curriculum including activities outside the classroom.
- All pupils are encouraged to participate in educational visits. Reasonable adjustments are made to ensure that all pupils can participate.
- Members of staff always complete a preliminary visit and carry out a risk assessment for any school trips to ensure that the venue is accessible and as inclusive as possible.

### **How accessible is the school environment?**

- Our school has had relevant adaptations to enable wheelchair access to all downstairs teaching areas.
- Our policy and practice follow the Equality Act 2010.
- We value and respect diversity in our school.

### **How will the school prepare and support my child/to join the school/transfer to a new setting or the next stage of education and life?**

- We have a transition programme in place for welcoming pupils from year 2 and their families to Shears Green Junior School. The SENCo will arrange to visit the infant school prior to transition activities starting, and have discussions with the adults who are involved in all aspects of SEND at the school. There will be a transition meeting for parents and additional visits for children and parents/carers if required. Additional meetings are scheduled for parents of pupils who may need extra support. A buddy system is in place to ensure that new pupils have a friend from an older class who is already in the school.
- Children who have an Educational Health Care Plan will meet with the SENCo regularly and have a transition meeting during an annual review to ensure all their needs will be met in their new setting.

- We actively support transition to secondary schools by planning additional visits if necessary. This is in addition to the induction visits planned by the secondary schools. We also support children by running a transition programme which helps children to address some of their concerns about moving on. We are in close liaison with local secondary schools and readily pass on information about children's needs.

### **How are the school's resources allocated and matched to young people's special needs?**

- Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learners needs.
- Pupil's needs are carefully assessed and support put in place under the graduated approach outlined in the SEND Code of Practice (2014). If there are still issues, then additional support is organised with the aim of addressing the child's need. At this stage, we will consider whether to add a child's name to the SEN Support register. It may be necessary to obtain additional support from outside agencies as mentioned above. Parents will be kept informed at all stages of this process.
- If felt appropriate, a formal request for an EHC plan will take place.
- The SENCO regularly shares updates with the SEND Governor and reports formally to the Governing Body at designated times in the year.
- The SEN Team meets regularly to consider the impact of additional support and make decisions about further action.

### **How is the decision made about what type and how much support my child will receive?**

- Quality first teaching is clearly defined in our school and delivered by all teachers.
- We will discuss with you your child's needs and suggest suitable strategies to help your child to make progress. Regular reviews will enable us to judge whether these are effective or whether changes need to be made.
- All interventions are monitored for impact at least every six weeks.
- The SENCo/ phase leaders will oversee all additional support and regularly share information with the Head-teacher, senior leadership team and governing body.

### **Who can I contact for further information?**

- Miss Searle – SENCO through the school office or on 01474 567359 or by email on [t.searle@shearsgreen-jun.kent.sch.uk](mailto:t.searle@shearsgreen-jun.kent.sch.uk)
- Mr Gary Collier – Family Liaison Officer through the school office or on 01474 567359
- Miss Smith / Miss Allen / Mrs Tutt - Learning Mentors through the school office or on 01474 567359
- Mrs. S Johncock / Mrs Rolfe (SENCO assistants) through the school office or on 01474 567359

### **How can parents be involved in the school?**

- We believe it is vital to work with families to support their children's learning, needs and aspirations. It is important that parents feel able to talk to the school if they have any

concerns or would like to share positive news.

- We take every opportunity to strengthen this dialogue and we will be holding regular SEN coffee morning meetings to encourage this interaction. Parents can make daily contact with class teachers.
- Our governing body includes parent governor representatives. Parents/Carers are invited to share views with any member of the Inclusion team.
- It is suggested that you talk to your child's class teacher in the first instance if you are worried as often things can be put in place to help at this early stage.

Further information and support can be gained from

Miss T Searle -SENCo [tsearle@shearsgreen-jun.kent.sch.uk](mailto:tsearle@shearsgreen-jun.kent.sch.uk) 01474 567359

The following organisations offer information and support for students with specific SEN:

- The British Dyslexia Association  
<https://www.bdadyslexia.org.uk/>
- The National Autistic Society  
<https://www.autism.org.uk/>
- Information, Advice and Support Kent (IASK)  
A special educational needs and disabilities service  
Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm. Email: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)  
Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW Telephone: 03000 412 412  
Fax: 01622 671198  
<https://www.iask.org.uk/>
- SMILE Centre Ifield School  
Cedar Avenue  
Gravesend  
Kent  
DA12 5JT  
  
Telephone:01474365485  
Fax: 01474569744  
Email: [ifieldschool@aol.com](mailto:ifieldschool@aol.com)  
<https://www.ifieldschool.com/page/?title=SMILE&pid=11>
- The Kent County Council local offer with information on services offered by the council can be accessed at: <https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>
- Further information from the Local Authority in relation to SEN can be found at the SEN Information Hub using the link below:
- <https://www.kent.gov.uk/education-and-children/special-educational-needs>