



SEND
at

Brook House Junior School



What is a special educational need?

Definitions of special educational needs (SEN) taken from Section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a **significantly greater difficulty** in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Identifying a child with SEND

Whole school assessments are carried out each term in Reading, Writing and Numeracy in order to identify learning needs and ensure appropriate support is given. Base Line tests are also taken into account.

Our Learning Support Teacher-Mrs Jo Lomas is trained to carry out a range of assessments e.g. The Dyslexia Portfolio and the British Picture Vocabulary Scale for early identification of difficulties and implementation of a support programme if required.

Systematic records are kept at every stage by the teacher (SEN File in Class) and by the SENCO and Inclusion Manager.

ASSESS/PLAN/DO/REVIEW must have been undertaken by the class teacher before further assessment can take place. The triggers for intervention could be records from a previous school, the teacher's or parent/carers' concern, underpinned by evidence about a child, who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment.
- presents with persistent emotional or behavioural difficulties which are not aided by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little progress despite the provision of specialist equipment such as our sensory room the "chill hut"
- achieves a very low score in standardized screening/assessment (1-10%percentile)

Pupil Progress Meetings

1. Class Teachers together with the Senior Leadership Team look at the tracking and decide the appropriate intervention to meet individual children's needs.
2. Classroom intervention - child receives support in a small group or 1:1 outside classroom with a teacher, HLTA or SEN Teaching Assistant.
3. After review a decision is made as to whether the child:-
 - Needs to continue with the current intervention
 - No longer requires a special intervention programme.
 - Has complex difficulties and specialist outside agency involvement is sought

If further support is needed:

1. SENCO/Inclusion manager may seek advice from outside agencies, e.g. Education Psychologist, Speech Therapist, Occupational Therapist, Advisory teachers for children with Autistic Spectrum Condition (Autism Team/Rowan School) or Specific Learning Difficulties team, School nurse, Doctor, Social Services, MAST, Ryegate.

Records are kept of any information and advice received from these sources.

Links with outside agencies can involve sharing of expertise through courses, inset and the setting up of specific SEN groups with support from professionals from these services.

When advice from an outside agency is required:

2. The SENCO and parent may complete the CAF (Common Assessment Framework) form. A visit and/or further assessments may follow.
3. Provision is adapted to meet the child's needs.
4. Progress is monitored.
5. A termly review date is set for information to be updated and shared.
6. All children are assessed against the SSG (Sheffield Support Grid) which focuses on need and provision. Levels of provision are graded (1 least to 5 Special school level). All children level 1 and 2 are kept on a monitoring list and each term a one page profile is updated and sent to parents. Parents may contact the Senco and Inclusion Manager on an informal basis at any time but there will be no termly, although children are closely monitored and may need to go back on the register at a later point in time. If a child's needs are more complex and they are on level 3 or more on the SSG then they will receive a termly review and both a one page profile and support plan are updated and shared with parents. The next level is a My Plan which again is a far more detailed document which is a platform to access outside support and to provide evidence of the strategies utilised to support a child in order to build a case for an EHCP request.

7. Progresses to more intensive support

- would benefit from a Team Around the Child/ Family meeting
- No longer requires intensive support

If more intensive support is needed:

- Parents are then asked to agree to the initiation of a full assessment.
- The school must decide whether to ask the LEA to proceed with statutory assessment for an Educational Health Care Plan (EHCP).
- The school completes an assessment form which details history of advice and support.
- Sheffield LEA decides whether to proceed with Statutory Assessment and the completion of an Education Health Care Plan.

Record Keeping

Ongoing class records include:-

- The class teacher's records, which can form the basis for further work
- A SEND folder maintained by the Inclusion Manager and the class teacher.
- reading/spelling records
- work samples
- records kept by Teaching Assistants working 1:1 with children.

Each teacher to access a SEND file containing:-

One Page Profiles, Support Plans, My Plans, EHCP's where appropriate

- Whole school provision maps
- instructions/plans for teaching assistants ' work with SEN children
- minutes of meetings
- Reports from outside agencies
- any relevant medical information
- One page profiles updated by TA's with pupils (termly)

Records kept on the electronic CPOM's system updated by the Inclusion Manager and Senco include:-

- Special Needs and Disability Register
- copies of completed CAF's (copy to parent)
- minutes from TAC/TAF meetings
- reports from outside agencies (copy to every parent)
- Individual Support Plans
- Bespoke Timetables
- Learning Support Assessments by Jo Lomas (copy to every parent)

As a parent how can I support my child with SEN?

You play a crucial role in your child's life. You know your child better than anyone else and you are your child's key educator. Think how much you have enabled your child to learn from birth to school and you can see how true this is. There is a wealth of information which shows that children do better when:

- There is a close working partnership between home and school
- Information about children's learning is shared between everyone involved in a child's development
- Parents show a keen interest in their child's education and make learning a part of everyday life.

We are an open and inclusive school and invite parents to help and support us in all matters concerning your child's learning, which will include attending reviews, and other meetings. Please ensure home learning is completed and they read regularly using the record log so your child is rewarded on the whole school system, plus practise their spellings before their weekly test.

Please do not hesitate to contact school if you have any concerns or questions around your child's special educational needs.

What will the school do if my child has a special educational need?

Class teachers will speak with parents to gain a better understanding of the child's needs as well as seek the advice from the school SENCO and Inclusion Manager.

Information is exchanged with parents formally on a termly basis, but more regular meetings and updates may be necessary at particular times.

A one page profile will be written in conjunction with the parent and pupil to ensure that specific targets are shared with all who work with the child.

The child's learning in the classroom will be reviewed and additional resources provided if necessary. Appropriate interventions will be put in place and regularly reviewed.

Outside agencies will be contacted for advice as necessary.

Some of the resources used in class such as:

Writing slopes

Coloured overlays

Specialist pens and pencils

Larger sized line guides / larger print

Fidget/chewing devices and posture seats

Numicon and other specialist maths counting equipment

Recordable whiteboards to aid sentence structure

Class seating plans advised for sight/hearing difficulty pupils to be allocated correctly.

Interventions

All children that are on the SEN register and monitoring list have at least one intervention opportunity in an academic year with many having continuous support throughout the year in at least one area.

A list of interventions used in school:

1 to 1 speech and language programmes-VIP etc.

AcceleRead -reading IT programme
ARROW-reading IT programme
Literacy and Maths Catch up-gap learning and pre teaching
Lego therapy and Outdoor Learning
Outside agencies currently involved in school
Theraplay provided by MAST
First Class in Number and Athletics
Hope Attachment training for staff on social, emotional and mental health issues

What key phrases might I expect to come across?

SEN Support - this is when the child has been identified as having a special educational need and is on the school's SEN Record of Need.

Record of Need - This is a register that the school keeps that lists all the children who have an identified SEN.

Four Areas of Need - These are the areas that categorise a child's needs.

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multi- sensory and physical difficulties.

Graduated Response - When a child is on the Record of Need, regular parent and child reviews will follow the assess, plan, do and review process. Both the SENCO and Inclusion Manager are available at two annual Parents' Evenings plus every day before school and after school.

My plans may be written with support from parents when further support and advice from outside agencies are requested.

Education, Health and Care Plan (EHCP) - A statutory assessment that will look at what extra support children and young people with SEN might need in their life. If a child has an EHCP it will say what support that child or young person must get.

Local Offer - This is the provision that the local authority can offer to children with SEN. Each school has their own offer that can be found on their website.

Useful Contacts / Information:

Class teacher via reception -call in to school we welcome visits

0114 2487754 or enquiries@brookhouse.sheffield.sch.uk

School SENCO - Miss Y Bielby via the school office

Inclusion Manager and Senco Support - Mrs A Joel via the school office

Headteacher - Mr M Hinchliff via the school receptionist

SSENDIAS - Sheffield SEN & Disability Information Advice and Support (formerly Parent Partnership Service)

Sheffield SEN & Disability Information Advice and Support (SSENDIAS) provides impartial, confidential information, advice & support to parents/carers of children and young people with special educational needs and/or disabilities on a range of topics including; SEN/disability specific information, education, SEN statutory processes, available services, disability related benefits, grants and funding.

They offer support to parents of children and young people (aged 0-25) with any level or kind of difficulty or disability, from mild to multiple, severe conditions. They operate across the city and only take referrals from parents/carers.

Who to contact

Telephone : 0114 273 6009

E-mail : ed-parent.partnership@sheffield.gov.uk

Website : <https://councilfordisabledchildren.org.uk/.../information-advice-and-support-services-network>

Related Links : [SENDIAS Facebook Page](#)

Where to go

Name : Sheffield SEN & Disability Information Advice and Support, Floor 6

Address

North Wing, Moorfoot

City Centre

SHEFFIELD

Postcode : S1 4PL

Notes : Currently we do not have the facility for service users to visit us.

If a face to face meeting is necessary or preferred we usually arrange to meet the individual in their own home or at another appropriate venue of their choosing.

When is it on?

Time / Date Details : 9am-5pm

Time of day : Afternoon / Morning

Days : Monday, Tuesday, Wednesday, Thursday, Friday

Local Offer Description

We are an in-house service provided by the Local Authority but are expected to be impartial and to operate at arm's length.

We provide children & young people with SEN & Disabilities, and their parents, with accurate, impartial information, advice and support on matters relating to their:

- Education
- Health
- Social care
- Funding & Benefits
- Access to services
- Equipment & adaptations
- Leisure
- Other sources of information

All of the information and advice provided is firmly based in the relevant legislation; local policy and practice is put into this context.

The support provided is directed by the individual service user and tailored to their requirement.

Local Offer Age Bands

Early Years (0-4 years)

Primary (4-10 years)

Secondary (11-16 years)

Transitions to Adulthood (16+)

The Department for Education Special educational needs and disabilities: a guide for parents and carers <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Brook House Junior School's SEN Offer and SEN Policy and the complaints procedure and policy are published on the School website. <https://www.brookhousejunior.uk>

Our Chair of Governors is Dr Martin Walsh - please contact via school.

We hope you have found this quick guide useful-any feedback on how we can improve the complex information is gratefully received.

Miss Y Bielby Oct 2019