



CURIOUS CHILDREN
GROWING MASSIVE MINDS

Maidenbower Junior School **SEND Information Report**

Approved by:	Head teacher, SLT and Full Governing Body	Date: September 2017
Last reviewed on:	May and December 2022	
Next review due by:	May 2023	
Version number:	5	

1. Written: 2017
2. Reviewed : Feb '18, Oct'18, April ' 21 & May '22

Arrangements to support children and young people with SEND (Special Educational Needs and Disability)

Crawley SE Locality

Parent / Carer participation:

Parent / Carer participation is a core part of the new framework for children and young people with SEND. Crawley South East Locality schools are currently West Sussex maintained schools.

Our Locality Schools:

The Locality has 6 schools:

- Oriel High School
- Maidenbower Junior School
- Maidenbower Infant School
- The Brook School (Infant)
- Pound Hill Junior School
- Pound Hill Infant Academy

The Locality is socially, ethnically and economically diverse with over 30 languages represented in some of the schools. The majority of children attending the Locality Schools live in the catchment area of Maidenbower and Pound Hill or the surrounding area of Three Bridges and Worth. A few children come from the wider Crawley area or further afield.

Maidenbower Junior School has a Specialist Support Centre (SSC) for children with a primary diagnosis of autism. Admission to the SSC is via the Special Educational Needs Assessment Team (SENAT). Oriel High School has a 6th form and a Youth Wing on site and an SSC for children with additional language and literacy needs. The Brook and Maidenbower Infant Schools both have nurseries attached. Crawley SE Locality has two Children and Family Centres located within it at Maidenbower and Pound Hill.

Definition of SEN and disability (SEND) –

The Locality Schools work to the definition of SEN and disability set out in the Code of Practice (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 ...

1) The kinds of SEND provision at Maidenbower Junior School:

Maidenbower Junior School is a large five form entry school with an SSC (known as The Launchpad) incorporated into it, located at the heart of Maidenbower. We provide a safe, secure, creative and inclusive learning environment that encourages a sense of curiosity, a love of learning and high expectations for ALL children. We respect each other's rights in order to develop responsible global citizens and encourage children to live according to each of the six values we promote across the school year.

2) How do we identify and assess pupils with SEND:

- Information communicated during transition from previous schools or settings.
- Parental comments.
- Outside Professional Reports.
- Staff observations.
- School data tracking systems.
- We assess pupil's needs through a range of teacher assessments and different tests such as Salford and Sandwell tests for English and maths, 'Raven's Progressive Matrices' for assessment of cognitive abilities and also carry out 'Nessy' screening tests for dyslexia and speech and language difficulties. These tests are usually carried out by SEN Teaching Assistants (SEN TAs) or the Inclusion Manager (SENCo)
- We welcome parents to speak to the Class Teacher to raise their concerns and the easiest time to catch them, to make a further appointment time, is at the end of the day when they have finished seeing the children safely to their parents.

3a) How we make provision for pupils with SEND:

- High quality teaching, differentiated for individual pupils, is the first step in responding to SEND, this is an inclusive approach for all pupils.
- We use a graduated response to support which starts with inclusive classroom practice, followed by targeted support (specific programs above and beyond what happens in ordinarily available classroom practice). We may also then employ specialist support where we use advice from outside professionals where appropriate.
- We use an 'assess, plan, do, review' process. Our Individual Learning Plans (ILPs) are part of this cycle.

Assess: Progress Meetings: Throughout the year the teachers and senior leaders review assessment data to identify additional provision that each child (SEND and non-SEND) needs to progress. SEND Progress Meetings: During the year the school use a referral process for teachers to flag up any child that is having difficulties and where additional in-class support has not impacted. Appropriate assessment by the Inclusion Manager then takes place involving in-class observation and more formal assessments (such as the Nessy Dyslexia Screening or Raven's cognitive ability tests).

Plan: As a result of the assessments detailed above, an appropriate evidence based intervention will be identified along with the creation of intended outcomes between the Inclusion Manager and Class Teacher. Any recommendations made by outside professionals will be included during the planning process. A pre-assessment will also be planned for to ensure the intervention can be closely tracked in terms of effectiveness.

Do: The intervention is delivered by the Class Teacher or a named Teaching Assistant who has been trained in its delivery.

Review: At the prescribed intervention end point, a post assessment will be conducted to evaluate the effectiveness of the intervention. It is important to note that many of the

interventions have a mid-point assessment, to ensure that time is not wasted on an intervention that is not meeting the needs of an individual.

3b) How the school assesses and reviews progress of pupils with SEND:

- Analysis of data four times a year to track progress.
- Looking at individual progress during our Pupil Progress meetings in school.
- Checking monitoring records from interventions. Assessments are made at the start and end of any intervention to check the progress of the pupil and the effectiveness of the intervention.
- Using pupil's views on their progress.
- Individual Learning Plan review meetings are held with teachers on a termly basis.
- Parent / teacher consultations twice a year.
- Formal full written report sent home once a year.
- Formal and informal dialogue between parents and school. This could be communication via school planners, email or a special home/school book set up between parents and the Class Teacher.
- Information about current learning and half termly topics is communicated to parents via a weekly email home written by each Class Teacher.
- Parents are welcome to make appointments to see the Class Teacher or Inclusion Manager any time they have concerns or questions about their child's learning.

3c) How we teach pupils with SEND:

- High quality teaching, differentiated for individual pupils, is the first step in responding to SEND through ordinarily available inclusive practice.
- As a school we aim for high quality teaching, differentiated for all individual needs.
- Each child has individual targets for progress.
- We will track each child's data over time to ensure progress.
- With high level needs we will personalise the curriculum as guided by advice from outside professionals.

3d) How we adapt the curriculum and learning environment for pupils with SEND:

- The curriculum is adapted through differentiated year group planning which is then further tailored to group or individual needs by the Class Teacher.
- Children are given strategies to say when they do not understand.
- Classrooms are adapted on an individual basis to provide quiet areas to work or better access around the room for those who need it. Visual timetables, pictures and symbols are used to promote communication and sensory friendly classrooms.
- Pupils are provided with additional equipment where necessary, such as writing aids, sensory cushions and writing slopes.
- Pupils with an Educational Health Care Plan (EHCP) are supported either individually or in small groups by an SEN TA.

3e) Additional support for learning that is available to pupils with SEND:

- Additional support for pupils is offered in a number of ways. Pupils may receive extra target support in group situations or on a one-to-one basis. They may also work with professionals from outside agencies.
- Decisions about offering additional support to a pupil is made via discussions with parents, Class Teacher, the Inclusion Manager and Deputy Heads. Support offered is linked to a pupil's ILP.

- Additional support is available for assessment tests either by one-to-one support during the test, smaller rooms are made available to pupils who need it and extra time for texts is applied for where appropriate.

3f) How we enable pupils with SEND to engage in activities in school with children who do not have SEND:

- We promote an inclusive ethos throughout the school.
- In addition, we put additional risk assessments in place for any specific needs.
- Trips and visits always have their own risk assessments. Additional members of staff may then provide extra support on trips or visits.
- Some pupils are provided with extra support during break and lunchtimes where appropriate.

3g) How we support pupil's emotional and social wellbeing:

- We have a strong pastoral ethos in our setting where children are respected and treated as individuals; the School Council also represent child viewpoints in the school.
- We are a Values School with an inclusive ethos and teach children to respect other people's rights and value their own.
- Class Teachers take the initial responsibility for the child's well-being and will deal with matters on a day to day basis.
- We have an 'ELSA' (Emotional Literacy Support Assistant) who works with children and small groups on social skills and emotional wellbeing.
- We have a School Counsellor and Pastoral TAs who are able to work with a small number of children, there is a discrete criteria for access – please talk to your Class Teacher if you have concerns.
- Parents can make an appointment with their child's Class Teacher or the Inclusion Manager at any time to discuss their child.
- Please see our school Behaviour Policy: <http://www.maidenbowerjunior.co.uk/behaviour-policy-2/> and our Anti-bullying Policy: <http://www.maidenbowerjunior.co.uk/anti-bullying-policy/>
- Child Protection training for all staff yearly.
- Currently our Child Protection Officers in school are Elaine Jenkins, Head Teacher, Kerry Negus and Simon Pike, Deputy Head Teachers, Stephen Turnbull, Inclusion Manager and Chris Buckley, Learning Lead of the SSC.
- All staff are First Aid trained with several key staff having the higher level training.
- Where needed we also produce Medical Health Care Plans for individual children (this is done with Liz Webb, School Welfare Officer.
- Mike Dorans, Premises Manager and Elliot McGuffie, Business Manager along with Elaine Jenkins and our Governors have responsibility for on-site safety.

4) How do I contact the Inclusion Manager (SENCO)?

The Inclusion Manager (SENCO) is Mr Stephen Turnbull. Phone or email the school office to ask for an appointment. Contact details are on the school website.

5) Experience and training of staff:

- All our teachers have Qualified Teacher status.
- We ensure our Newly Qualified Teachers are part of a clear induction programme.

- We receive training from specialist services where applicable, including Learning and Behaviour Advisory Team, Autism and Social Communication Team and Speech and Language Therapists.
- Training needs are highlighted and developed through our school development plan and our staff benefit from Continuing Professional Development.
- We use our best endeavours to access specific training for high level, low incidence need where it is available.

6) How accessible is the school?

- The school is all on one level and is fully wheelchair accessible with three accessible toilets (one of which includes a shower), there are also accessible parking bays within the school grounds outside the entrance to the school.
- Individual classes adapt their furniture to meet wheelchair access when necessary.
- For named pupils who have specialist involvement such as the Sensory Support Team, Occupational Therapists and Physiotherapist we will attempt to provide the specific support advised.
- We work with West Sussex Ethnic Minority Achievement Team to help with language access for families who speak English as an additional language.
- Classrooms are adapted to meet specific sensory needs.

7) How we consult with parents of children with SEND:

- Throughout the year there are two Parents' Evenings and written reports to parents.
- Parents with SEND children can arrange to have an ILP termly meeting to discuss the ILP and progress of their child.
- There is an 'open door' policy whereby the Inclusion Manager is easily contactable via the school office/telephone/e-mail.
- Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND.
- Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. reports from the Speech and Language Therapist).
- The progress of children with an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called, as necessary).
- At Year 5 annual reviews transition to secondary school is considered during discussions with parents/carers.

8) How do we consult pupils with SEND about their education and their involvement in it?

- Targets on ILP's are set with children and reviewed with them.
- Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home.
- Children are aware of their progress and the challenging targets set to support their development.
- Pupil Voice survey forms are used at annual reviews to obtain children's views about the support they receive in school and the progress they have made. Pupil Voice is also gathered as part of the SEND monitoring of pupil progress.

9) How do the Governors deal with complaints?

As a school we take all parental concerns seriously. In the first instance we hope they can usually be resolved by talking to the Class Teacher. If the Class Teacher cannot resolve the concern or a parent feels they cannot approach the Class Teacher they can contact the Inclusion Manager or Head Teacher as stated above. Concerns will be looked into thoroughly before a response is made. If a parent is not happy with the response from the Head Teacher they can contact the School Governors via the school office. Please see our complaints policy: <http://www.maidenbowerjunior.co.uk/complaints-policy/>

10) How do the Governors involve other organisations in supporting pupils with SEND and their families?

- We are not a specialist school; we are all strong junior practitioners and support all children as individuals in an inclusive environment.
- We have a Specialist Support Centre (SSC) for children with Autism at the school. Children must have an EHCP and request entry through the County Special Educational Need Assessment Team (SENAT).
- We currently have staff with expertise in interventions such as narrative therapy, Lego therapy, Nessy Reading and Spelling support and life-skills, as well as interventions for maths, reading and writing.
- We offer parenting courses – e.g. supporting your child to read, current approaches to teaching maths.

The Locality Schools have direct access for referrals to the following support services and work regularly with them:

- Speech and Language Services.
- Occupational Therapy Service.
- Educational Psychology Service.
- Autism and Social Communication Team (ASCT) (primary schools only).
- Learning Inclusion Team (LBAT) (primary schools only).
- Sensory Support Team.
- Child and Adolescent Mental Health Service – (CAMHS).
- Family Support Worker to access Early Help Support or MASH (Multi-Agency Safeguarding Hub) through their Integrated Front Door (IDF) access point.
- School Nurse Service.

These services have their own criteria for prioritising cases. Referrals for Physiotherapy Service, Child Development Clinic and direct referrals to CAMHS can be made by parents through their General Practitioner or the school nurse.

11) Contact details for support services:

If you have specific concerns or questions speak to your child's Class Teacher to make an appointment to meet with them.

- General enquiries can go to the school office.
 - Mr Stephen Turnbull is the Inclusion Manager (SENCO) at Maidenbower Junior School. Contact the school office to ask for an appointment or you can contact him directly on sturnbull@maidenbowerjunior.co.uk
- SEND admissions can also be discussed via Stephen Turnbull.
- The SEND Governor for the school is Rachel Gilroy who can be contacted via the school office.

- The Head Teacher, Elaine Jenkins is available for appointments through the school office.
- SEND Information, Advice and Support Service (SENDIAS) are available to give impartial help and advice at: <https://westsussex.local-offer.org/information/3-information-advice-ias> Tel: 03302 228 555.
- You will find more information on the West Sussex Local Offer website as well as contact details of support services at <https://westsussex.local-offer.org/>

12) How will the school prepare and support my child's transfer to a new school on the next stage of education and life?

Infant to Junior School admissions-

- Visit children in their previous settings.
- Transition meetings with previous school settings (and outside professionals if appropriate) to share relevant information.
- Parent information meetings.
- Familiarisation visits to new schools planned for the whole new intake and any additional school visits required by individuals.

Mid-phase admissions –

- Transfer information with other school.
- Peer buddies to help the child settle.
- Meet with Class Teacher and Inclusion Manager, if appropriate.

Between phase, within Locality –

Strong transition arrangements for all pupils are a feature of the Locality. Schools share teaching links and there are planned opportunities for pupils to make visits between the schools for educational, social and cultural events throughout the year. At times of transition between schools there is an induction programme for pupils, meetings for parents and teaching staff handover sessions. The Locality recognises that some pupils may need more support at these key transition times for a variety of reasons; this additional support may include:

- Extra school visits.
- Transition books and pupils passports.
- Individualised transition plan.
- Additional staff training.

13) Where are the Local Authority Local Offer and the School's Local Offer published?

- You will find the wider West Sussex Local Offer and contact details of support services at <https://westsussex.local-offer.org/>