

Golcar JI&N School SEN Information Report



1.	What kinds of Special Educational Needs (SEN) are provided for at Golcar JI&N School?	<p>The school provides for a wide range of special educational needs within the four broad areas of need as outlined within the SEND Code of Practice (2014). These are:</p> <ul style="list-style-type: none"> • Communication and Interaction (including Autism Spectrum Disorder) • Cognition and Learning • Social, Emotional and Mental Health difficulties • Sensory and/or Physical needs <p>Further details can be found within the school policy for Special Educational Needs available at : SEND Golcar Junior Infant & Nursery School</p> <p>Please also see the school's accessibility plan on our school website: Policies & Statements Golcar Junior Infant & Nursery School</p>
2.	How does the school identify pupils with SEN and assess their needs?	<p>Class teachers and other educators, with the support of the senior leadership team, conduct regular assessments to monitor the progress of all pupils. Over time, these assessments help identify students who are making less than the expected progress for their age and individual circumstances, which may indicate a potential special educational need.</p> <p>When concerns arise regarding a pupil's progress, the class teacher typically arranges separate meetings with the child's parent or carer and the school's Special Educational Needs Coordinator (SENCo), Tasha Hughes. These discussions allow for a more detailed review of the child's needs and the development of an appropriate support plan within the school. At this stage, a decision may be made to place the child on the Special Educational Needs (SEN) register at the SEN Support level or to continue monitoring their progress within standard classroom provision.</p> <p>In certain cases, the class teacher, SENCo, and parent or carer may determine that further specialist input is required. This may involve referrals to external professionals such as an Educational Psychologist, Speech, Communication and Language Therapy services, or other specialist agencies (e.g., Portex) for additional guidance.</p> <p>Teachers utilize the Graduated Approach toolkit to assess areas of need and develop appropriate support strategies. In some instances, minor adaptations may be sufficient to remove barriers to learning, ensuring that each child has the best possible opportunity to achieve their educational outcomes.</p>
3.	How does the school consult with parents of children with SEN to involve them in their	<p>We aim to work in partnership with our parents/families to ensure that they are fully informed about all matters relating to their child's SEN. Parents are often signposted to local community services and/or support systems through the Kirklees local offer (available at http://www.kirkleeslocaloffer.org.uk).</p>

	child's education and to assess and review progress?	<p>Consultations with parents of children with SEN are planned each term and during these meetings class teachers, parents/carers and pupils share progress information and make future targets which are recorded on provision maps and My Support Plans where appropriate.</p> <p>Not all children in receipt of SEN support at school will have a My Support Plan and some discussions regarding pupils with needs will be held during termly parent consultation meetings that are held for the whole school. Parents/carers with children who have an Education Health Care plan additionally meet with all professionals involved in their child's education and care once a year for an annual review meeting. This helps to ensure that arrangements continue to meet the individual special educational needs of their child. There may be times where parents/carers, class teachers and the SENCo need to arrange to meet to review changes in circumstances that affect current provision. Such meetings are carried out at a mutually convenient time for all.</p>
4.	How does Golcar JI&N School consult with pupils identified as having special educational needs to involve them in their education?	<p>As part of the school's quality first teaching approach all pupils take part in regular discussions with their class teachers and other adults about their learning and progress. The school has a Feedback policy that outlines the school approach to both verbal and written feedback.</p> <p>In addition, pupils identified as having a special educational need are encouraged to take an active part in reviewing their own learning and setting future targets as part of the termly SEN consultation process. During these meetings pupils with SEN are asked to contribute their individual successes, achievements and any areas of difficulty.</p>
5.	What approach does the school have to teaching children with special educational needs? What might additional support look like for pupils with SEN?	<p>The school has a graduated whole school approach to SEN support. All children at Golcar JIN School benefit from high quality teaching which includes an appropriate broad and balanced curriculum that is differentiated to meet the needs of all learners, including those who need support or extension. Teachers use a variety of teaching styles and a wide range of materials, and are highly aware of the needs of each student in their class. Sometimes children need additional support to make good progress. There are lots of ways to do this.</p> <p>Additional support might include:</p> <ul style="list-style-type: none"> • small group support • individual support in class • Cognitive Learning Strategy approach • individual work out of class completing our Basket approach, providing specific tasks for various areas of need • access to specific resources (use of technology, accessible materials, specific aids) • mentoring or nurturing intervention • play therapy • specifically differentiated materials.
6.	What adaptations does the school make to the curriculum and learning environment for pupils with SEN?	<p>Adjustments made to classroom environments and the curriculum will differ according to the individual needs of children within them. The class teacher, SENCo and parents/carers meet to agree any changes to teaching and learning arrangements to support pupils with SEN, these may include:</p> <ul style="list-style-type: none"> • individual timetables • coloured overlays and coloured exercise books • changes to the layout of furniture

	What might additional support look like for pupils with SEN?	<ul style="list-style-type: none"> • the seating position of a child within a classroom • access to learning aids • an increase in a nurture-based curriculum. <p>This is by no means an exhaustive list but aims to provide examples of adjustments within the school. Specialist equipment and resources are secured through working in partnership with specialist services and SEN funding to support pupils with SEN.</p>
7.	How does the school make sure that pupils with SEND are able to engage in activities in school?	<p>The school ensures reasonable adjustments are made to include children with SEN to be able to participate in activities alongside those who do not have SEN. This may mean adapting resources, the environment, planning and organisation of lessons and/or the provision of higher level support according to individual needs. All children are able to apply to take part in after-school clubs and activities. Special Educational Needs and disabilities are not a barrier to participation. Children with Special Educational Needs and disabilities are included in all educational visits and experiences, and appropriate support will be provided. If you are worried about whether your child might need additional support to take part in an educational visit, please come and talk to us.</p>
8.	How are staff trained to support children with SEN at Golcar JI&N School?	<p>Every teacher at Golcar is regarded as a teacher of SEN who is responsible for every child's progress and we commit to ensure that every child is included in all aspects of school life. The school provides training and support for all staff to continually improve the teaching and learning of all children including those with SEN. Planned continual professional development includes training on the SEN Code of Practice 2014 to ensure all teachers are aware and able to act upon their responsibilities. Individual teachers and Educational Teaching Assistants are supported by other agencies such as Educational Psychologists, Speech and Language Therapists, Hearing Impairment Services and Occupational Therapy who provide individual strategies and training linked to the needs of individual pupils within classes. In addition, many of our Educational Teaching Assistants have undertaken training specifically linked to the special educational needs of pupils in our school including, Nurturing Schools, Child Health and Well-Being, Mental Health First Aid, Autism Spectrum Disorder, Communication and Language, Attachment, Attention Deficit and Hyper Activity Disorder. Specialist Expertise to support pupils with SEN is accessed through the local authority referrals process.</p>
9.	How are the emotional, social and mental health needs of pupils in the school supported?	<p>At Golcar JI&N School we prioritise the well-being of all of our pupils and this is reflected within our school values. We are fortunate to have a dedicated nurture room and trained staff to provide pupils and their families with individual pastoral support. Our inclusion worker, senior leaders, teachers and support assistants within the school ensure that they are available to listen and hear the views of all children within the school. Through the taught curriculum including PSED and PSHE, assemblies and topics, pupils learn how to listen and respect the views of others and how to prevent bullying.</p>

10.		The school works closely with partner agencies to promote the mental health of our pupils. The training of staff within this area is a priority of the school development plan and has been carried out in conjunction with partner schools and agencies. The school have two trained ELSA's who meet with the SENDco to assess, plan and review the needs of children, developing resilience and supporting their families, to ensure they feel safe and supported.
	How does the school work with other services to meet the needs of pupils with SEN and their families?	Golcar JI&N School works alongside and with a number of other bodies including health and social care. It may be that some pupils with SEN require more specialist services, intervention, strategies and targets that professionals such as School Nurses, Educational Psychologists, Speech and Language Therapists, Hearing Impairment Services, Occupational Therapists, Primary Pupil Behaviour Services, CAMHS (Child and Adolescent Mental Health Service), Virtual School and Family Support Workers can advise upon and support with. Any referrals to other services are carried out in agreement with parents/carers, class teachers and the school SENCo.
	11. How does the school know that the provision for children with SEN is effective?	Teaching and learning is monitored and evaluated on a regular basis and in a range of different ways. The progress and impact of provision for children with SEND is scrutinised and relevant changes made where necessary to ensure effectiveness as part of whole school monitoring procedures. Individual pupil progress is evaluated alongside pupils and parents during parents' evenings and My Plan review meetings. Support for pupils with SEN is identified on lesson plans, termly class provision maps and interventions and is evaluated for impact on progress. Governors and senior leaders of the school are informed of the impact of SEND provision through end of year data, termly feedback and through governor visits.
12.	How does the school support children in moving between phases of education?	<p>We welcome visits to the school prior to children starting in any year group. For children starting school in the 'Early Years', stay and play sessions are held in the run up to start dates to enable both parents/carers and children to become familiar with the setting and adults who will be teaching them.</p> <p>We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools. Transition between year groups and key stages within the school are dealt with as part of our annual programme of transition and handover to the next class teacher</p> <p>We believe it is very important to prepare all of our children for their transition to high school at the end of Year 6. This is a challenging time for all children and their families, but we understand that it can be a particularly worrying time for children who need extra support or have additional needs.</p> <p>We have worked very hard to make sure our support for children with SEND meets their needs well and we welcome conversations with parents and carers about the specific needs of their children.</p>
13.	How accessible is the school environment?	<p>Disabled access information for the school is available on the school website at: Policies & Statements Golcar Junior Infant & Nursery School</p> <p>The school is a split-level building but is accessible throughout by wheelchairs with some use of ramps outdoors.</p>

14.		<p>A designated disabled parking bay is available in the school car-park.</p> <p>Accessible toilet facilities are available both within the main school reception and key stage two building.</p>
	<p>What should I do if I have a complaint about SEND provision at Golcar JI&N School?</p>	<p>In the first instance, parents/carers are requested to contact the school SENCO (Tasha Hughes) or the Head Teacher (Sam Gallant) to discuss their concern. It would be hoped that an appropriate outcome could then be reached. Should the complainant not be satisfied with initial discussions then complaints can be made following the school's complaints procedure within the complaints policy. A copy of the complaints policy is available at: Policies & Statements Golcar Junior Infant & Nursery School</p>
	<p>16. Who can I speak to for further information?</p>	<p>Please speak to the class teacher in the first instance</p> <p>General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the SEND page on the school website</p> <p>Further information is available from the SENCo (Tasha Hughes), Headteacher (Sam Gallant) or, in exceptional circumstances, the SEN Governor.</p> <p>You might also wish to visit the following websites and links:</p> <ul style="list-style-type: none"> • https://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx • http://www.kias.org.uk/ • http://www.pcankirklees.org/ • http://www.golcarjin.com/about-us/equality