



**CARR JUNIOR
SCHOOL**

Aim High, Shine Bright



SEN INFORMATION REPORT 2022-23

CARR JUNIOR SCHOOL

ABSTRACT

At Carr Junior School we are committed to ensuring that every child achieves his or her potential. Sometimes children need extra support to learn and show what they know. This booklet is to inform you of the types of support you can expect at Carr Junior School. It will also help you understand who can help and how this support can be accessed. The writing of this school report has involved consultation with Governors and Parents.

Anna Morris SENCO

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What is SEND?

Children with SEND (Special Educational Needs and Disabilities) may require “provision that is **additional to or different from** that made generally for other children or young people of the same age” (SEND Code of Practice 2015).

As an inclusive school, we provide support for children whose needs fall into all four broad areas of SEND need:

Communication and interaction:

- Speech, Language and Communication Needs
- Autism Spectrum Condition

Cognition and learning:

- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties
- Specific Learning Difficulties including dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical Needs:

- Visual Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability.



Who do I contact at Carr Junior School if I think my child may have additional needs?

As a parent, carer or guardian, you are the expert on your child. Your child's teacher is always the best and first person you should speak to. Your child's teacher is the person at school who knows your child the best and can advise on day to day arrangements for teaching.

If you or the teacher thinks your child may have additional needs, he/she and or you can talk to our special educational needs coordinator (SENDCo).

Who is the school's special educational needs coordinator (SENDCo)?

We have high expectations for all our pupils, especially those with additional needs. Some of our pupils may need additional help and this is where our Special Educational and Disability (SEND) support comes in.

Anna Morris is the SENDCo at Carr Junior School. She has completed her National Award for SEN/D Coordination and a Masters degree in SEN and Inclusion. You can contact her using the following details:-

Carr Junior School
Ostman Road
York
YO26 5QA
01904 798996
Email: amorris@southbanktrust.co.uk

How do staff at Carr Junior School know if children need extra help?

We know if a pupil needs additional support if:

- After teacher intervention using the assess-plan-do-review cycle, limited progress is being made
- Concerns are raised by parents, teachers or the child.
- There is a change in the pupil's behaviour or progress
- We have received information from other agencies who may already be working with the child before they join us.

All schools must have a graduated approach to the identification of SEN/D. SEN/D provision at Carr Junior School is centred around knowing the child well and being able to provide early intervention. Children may have the following additional needs:

- Communication and interaction needs, for example children who have difficulties following instructions, learning new words, or speech difficulties such as language delays. Children with Autistic Spectrum Condition (ASC) also have communication and interaction needs.
- Sensory and physical needs, for example hearing or sight difficulties or difficulties with coordination or mobility.
- Cognitive and learning needs, for example children who have significant or specific difficulties with spelling, reading, writing or maths.
- Social, emotional and mental health needs, for example ADHD or anxiety.

During lessons teachers make observations about how well a child is meeting the expectations of their particular stage of learning. Where a teacher becomes concerned about how well a child is able to meet learning expectations, they will raise their concerns with you as the person who knows the child best. Your child's teacher may suggest some adaptations to the curriculum to enable the child to make progress (either academically or socially and emotionally). Your child's teacher may suggest that the SENDCo or Pastoral Team become involved. The teacher will always remain your first point of contact, and the Pastoral Team will be available for additional support.

Every child from Year Three to Year Six in school is tracked for progress and attainment three times per year. This highlights children who are not making expected progress. These children may be referred internally to the SENDCo for observation and assessment.

During Pupil Progress Meetings and Inclusion Reviews, the progress made by all children is discussed and individuals / groups of children are identified for specific and tailored provision using the support available in school.

Are there any specialist staff at Carr Junior School and how are they trained?

As a school we aim to provide training to staff to ensure that all teachers and teaching assistants can provide excellent provision to all of our children, regardless of need.

To support the emotional needs of children, we have eight Teaching Assistants in school who are trained as Emotional Literacy Support Assistants (ELSAs). These adults are skilled in providing support to help pupils develop aspects of self-esteem and peer relationships.

Training opportunities for all staff are routinely explored and arranged by the SENDCo and members of SLT as part of whole school development and the appraisal process. These include:

- Regular Teaching Assistant meetings with a focused topic e.g. restorative behaviour practices and the use of questioning to support independence.
- Staff meetings to develop empathy, understanding and skills with supporting pupils with specific conditions – Visual Impairment Strategies.
- Tailored courses to support teachers and teaching assistants in meeting the needs of individuals. Recently these have included; Trauma Informed Practice, Moving and Handling training, ADHD awareness and Hypermobility disorder.
- Visits by members of staff to specialised provisions. These have included visits to Haxby Road Communication and Interaction ERP, St Oswald's Dyslexia Provision, and Applefields Satellite at Manor.
- Accredited level two training accessed by teachers and teaching assistants for a variety of areas e.g. Autism Awareness, Dyslexia Strategies, Understanding Behaviour that Challenges and Mental Health in Children.
- Attendance at termly SENCO Network meetings by the SENDCo to share in best practice within the Local Authority.

Additionally, we are able to access specialist support from a range of services around the city which enable us to provide further specialist provision. If quality first teaching and specific interventions do not meet the needs of a child, the SENDCo and class teacher can explore an external referral to other professionals, some through the Learning Support Hub, for advice and support (with parental permission):-

- Speech and language therapist (SaLT)

- Local authority teacher for physical needs
- Educational psychologist
- Well being worker
- Behaviour support teacher
- Specialist teacher for the deaf
- Specialist teacher for the visually impaired
- Specialist teacher for autism
- CAMHS
- Occupational therapist

How does Carr Junior School record and review the progress of children with special educational needs?

There are a number of ways that Carr Junior records and reviews the progress of all children. Each child is an individual and therefore the nature of the support may vary. To support our shared understanding of a child's progress, the following systems are in use:

A child *may* have the support of:

- A Learning Plan: This is a short document which highlights the provisions that are used for your child, alongside their strengths, struggles and the strategies that work for them. Details of what we want your child to be able to do next are recorded and these are reviewed termly and shared through face to face conversations wherever possible. This will be shared with you and sent home by teachers.
- A **Learning Needs Gateway**: If there are a number of agencies involved and co-existence of needs, we may start the evidence gathering process to support a **Request for Statutory Assessment (RSA)**, as part of an **Education, Health and Care Plan (EHCP)** application. We will first put a **Learning Needs Gateway** in place to ensure parents, child, school and any other agencies are all working towards the same goals and families do not have to make lots of appointments.
- An **EHCP**: For some children their needs are formally recorded within an EHCP. The EHCP is a statutory document which must be applied for. A child with this level of need is likely to have a range of significant and enduring complex needs which require further support from the Local Authority to ensure that we are able to resource provision appropriately. If it is felt that your child would benefit from an EHCP, we will discuss this in a review meeting and collaborate on how best to achieve further progress.

Monitoring of children's progress (tracking) is undertaken formally three times per year and shared with parents/carers each term, either through parents'/carers' evenings or end of year report. Progress is shared with children continuously through written marking and/or verbal feedback, given to children regularly in response to their learning in class.

Termly reports have recently been established to share a snapshot of your child's academic progress alongside information on attendance, punctuality, behaviour and learning characteristics.

How are children with additional needs taught at Carr Junior School?

We believe that all children should have equality of opportunity and have the right to be included fully in school life. We know that for some children this will mean using carefully tailored teaching or additional resources. At Carr Junior School a variety of teaching styles are used which adapt to children's needs throughout lessons. We believe that careful questioning, flexible groupings and creative teaching approaches can ensure that all pupils make progress from their personal starting points.

The teacher is always the best person to explain how your child's learning experiences are tailored to meet your child's needs through differentiation, scaffolding or alternative provisions. At Carr Junior School we recognise the importance of your child being supported by the teachers who know them best. As such, we prioritise the right of all children to quality first teaching and aim to provide support wherever possible within the classroom.

For some children, who require access to practical equipment, alternative approaches, or are working on objectives which are different to those worked on in their year group, Carr Junior School has a specialist provision available in The Hive, as well as a number of highly skilled Teaching Assistants. This provision focuses on providing tailored learning for children working outside the objectives within the Year 3 curriculum.

Additionally, there may be times when an intervention is used. This may be a national programme or one designed by staff in school. An intervention is planned and taught to individual children or small groups. It is usually time limited with the child's ability assessed before and after the interventions. They are implemented by teachers or teaching assistants, funded through SEN and pupil premium funding. They include:-

EMOTIONAL WELL-BEING	ACADEMIC PROGRESS
The Hive	Phonics intervention
The Cosy Room	The Hive – English

Lunchtime provisions	The Hive – Maths
Pastoral support from Miss Harrison	SaLT intervention
Support from Miss B	Precision Teaching
Social interaction intervention	Reading Revival

If your child is accessing an alternative provision, such as The Hive, we will aim to ensure you are fully informed of the nature of this provision and the intention. This may be done via a letter or through direct communication with either your child’s teacher or the SENDCo.

How do teachers adapt the curriculum and learning environment for pupils with additional or special educational needs?

- Relationships with children and knowledge of their personal starting points is central to our approach.

- Clearly structured and sequential lessons aim to ensure that children have a consistent experience across classes.
- Learning Walls are used with stimulating displays to encourage questioning and discussion.
- Electronic aids and technology is available where appropriate.
- Specialist equipment is made available where appropriate – this may include iPad technology, mirroring software, auditory equipment or specific displays.

What additional support for learning is available for a child with additional or special educational needs?

Our priority for all children is to ensure that they can be facilitated in accessing education alongside their peers as we know that this is where the best learning takes place. Where a child has had quality first teaching and bespoke interventions, we may also wish to provide:

- Personalised learning or movement breaks.
- Wellbeing Worker input
- Lunch time support from a trusted adult
- Interventions
- Support from the Pastoral and Families Leader.
- Personalised timetables
- The Hive at lunchtime.
- Adult supported lunch time activities such as drawing, Lego, sports and dance are available for all children, led by teaching assistants who know children well.
- We have a wide range of extra-curricular clubs available to all pupils and we actively encourage children with additional needs to participate in these.

In consultation with parents it may at times be appropriate to consult with outside agencies to receive their more specialised expertise. Individual children may be referred through school, through their GP or local Children's Centre. The agencies currently used by our school and our families include:

- Educational Psychologist
- CAMHS (Children & Adolescents Mental Health Service)
- Specialist Teaching Team: Visual Impairment Service & Hearing Impaired Service
- Autism Specialist Teaching Team
- Wellbeing Worker
- Specialist Early Years Teacher
- Behaviour Support Team
- Local Area Team
- Child in Need (CIN) practitioners
- Social Services
- York District Hospital (Paediatricians)
- Specialist Epilepsy, Diabetes and Enuresis nurses
- IDAS (domestic abuse support)
- Lifeline (supporting difficult families)
- Links with the NSPCC
- York MIND
- Family Matters (parenting and other courses)
- FIS (Family Information Service)

Children's AHP Therapy Teams:

- Speech and Language Therapists
- Physiotherapy
- Occupational Therapy
- Paediatric Dietetics and Nutrition

Further information about York's Local Offer can be found at: www.yor-ok.org.uk

If it is deemed appropriate to involve an additional adult in your child's education, you will be fully included in the rationale and focus of their work. We will aim to keep your wishes central to our provision and want to maintain a commitment to your child's progress and happiness in school.

It is usual for the SENDCo to liaise with these agencies and services on behalf of the child, their family and the teacher. The SENDCo is able to contact these services to make referrals or may be able to advise on how best to make contact.

How are pupils with SEND supported to understand knowledge contained within the Personal Development programme?

Children are supported to access the school's PD programme and gain the knowledge they need through appropriate adaptations and adjustments. These are made on an individual basis, and where necessary may include provision which is more bespoke and personalised to a child's needs.

Children with EHCPs are considered for priority access to relevant after school clubs. This year, we are also moving towards children having an outcome and provision related to 'preparation for adult life' detailed in their EHCPs and LGPs.

What support will there be for preparing my child to transfer to a new class, setting or secondary school?

As a Junior School, there are a number of transition points during which your child may benefit from additional support. We want to treat each child as an individual and as such transition arrangements will vary depending upon the circumstances and needs of each child and their family. Arrangements for welcoming your child to our school and supporting them as they move through their time with us, can include:

- Additional visits to develop confidence and familiarity with classrooms, teachers, support staff and communal usage areas.
- Opportunities to take photographs of new classrooms and learning areas.
- Specific and focused transition work with a familiar adult in school to discuss and prepare for impending changes.
- Planned time for teachers to meet and share information about all children as part of transition arrangements in the summer term.
- Well planned transition sessions for all children during the summer term.
- A transfer of all records and progress information prior to pupils leaving or joining Carr Junior School.
- If your child is in Year 6, additional visits to their allocated secondary school, accompanied by members of staff who are well known to them, can be arranged.
- For some Year 6 children, they may have support provided by YILTS to practise their route to their new secondary school.
- The SENDCo and Pastoral Lead will meet with members of the inclusion team from your child's allocated secondary school to discuss the support that has worked well for your child.

- If your child is in Year 2, and has additional needs, the SENDCo will endeavour to meet parents / carers as part of an inclusion meeting at their infant setting.
- The SENDCo and Pastoral Lead will meet with members of the inclusion team from your child's infant setting to discuss the support that has worked well for your child.
- We will liaise with other agencies where involved to plan for how support can continue to be provided.

How do you secure equipment and facilities to support children with additional or special educational needs?

Where a child has additional needs which may require specific equipment or facilities we are proactive in seeking to involve additional professionals. This may require a direct referral from school or may require parents / carers to seek a medical referral. This specialist support may involve the Occupational Therapist, Physiotherapist, Specialist Teaching Team or Educational Psychologist. These colleagues may make additional assessments or observations and will provide recommendations for equipment, environmental adaptations or facilities to enable individual children to be fully included. We use special educational needs (SEN) funding for this equipment, occasionally supplemented by the local authority.

How can I contact support services available for me and my child?



York City Council has a wealth of information available on the York Local Offer pages which detail the support available from a range of services across the city.

The information available on the website is updated regularly.

Information about York's SENDIASS service is available online. SENDIASS provide impartial information and advice to families to support and is a free service which can be accessed by anyone.

SENDIASS are able to support families with access to learning; understanding approaches used at school; providing support for when things go wrong and helping with transition. They may be able to provide support over the phone, during home visits or through attending a support meeting.

Special Educational Needs and Disabilities Information Advice and Support Service

West Offices, Station Rise, York, YO1 6GA

Telephone: 01904 554319 / 555698

Email: yorksendiass@york.gov.uk



What support is available for improving the social and emotional development of a child with additional or special educational needs?

- We ensure that all children have equal access to a broad and balanced curriculum with a focus on quality first teaching.
- We provide all children with a full range of extra-curricular activities which may be supported by additional adults when deemed appropriate.

- Afternoon playtimes are arranged and provided by class teachers to suit the needs of children in their class.
- Rest breaks are provided for children who require them.
- TT Rockstars and The Hive are available at lunchtime.
- The Hive at lunchtime operates an invite system for identified children and is well supported by Miss B.
- Miss B is available daily to support staff with strategies to support individuals.
- The Cosy Room is a withdrawal space in school designed to ensure children are emotionally ready to begin learning.

How do you communicate with parents of children with additional or special educational needs about provision and education?

- At Carr Junior School we operate an open door policy.
- Parents' evenings are held twice a year.
- Learning Needs Gateway and EHCP review meetings with the SENDCo are held annually. Plans are sent home following inclusion meetings.
- Learning Plan meetings will be offered to parents twice a year for children with lower level identified needs. These will be held between families and class teachers.
- Parents views are sought using questionnaires, parent view website and specific parent meetings.

What are your arrangements for talking to children and including them in their education?

Where a pupil has a Learning Needs Gateway or EHCP they will be encouraged to share their views in preparation for annual LNG / EHCP reviews.

The SENDCo regularly talks to pupils about what is working well for them and aims to act on suggestions for improvements.

School leaders at all levels regularly talk to children about matters of importance. This may be through a questionnaire or a pupil focus group. Governors may also talk to pupils.

How do you evaluate the effectiveness of your provision for children with additional or special educational needs?

We assess the progress of each pupil three times a year, in reading, writing and maths.

The impact of interventions is judged through the comparison of assessments undertaken before and after the intervention.

We also measure the impact of the child's progress through targets achieved in their Learning Plan, Learning Needs Gateway or EHCP.

Observations of children in interventions and in general class situations are undertaken by various members of the leadership team and by outside agencies where appropriate.

The SENDCo may assess children individually or and/or in small groups to support classroom arrangements or provide deeper understanding about their strengths and needs.

What should I do if I want to complain about something relating to my child?

Should you wish to make a complaint, Carr Junior School has a Complaints Policy which is available on the school's website.

SENDIASS provides independent advice and support specifically for the parents / carers of pupils with additional needs.

How does Carr Junior School work with the Local Authority?



Carr Junior School is a member of Southbank Multi Academy Trust and aims to ensure that provision is in line with all policies and procedures as part of our commitment to working as a multi academy team.

At Carr Junior School we aim to support the aims and objectives of City of York Local Authority and actively share support offered through the Local Offer. Information about the Local Offer is routinely shared at Inclusion Meetings to signpost families towards details of activities and groups in the wider area. Details of the CYC Local Offer can be accessed at: www.yor-ok.org.uk/localoffer

